Graduate Program Review
Agricultural Education and Communications

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I. Program Overview

The Department of Agricultural Education and Communications' mission at Texas Tech University is to generate, integrate, create, broaden, and diffuse knowledge bases in the human dimension of the agricultural sciences and natural resources. To positively affect behavioral change for the improvement of social, economic, and/or environmental conditions of all individuals touched by our agricultural and natural resource systems, we display an outward focus and enthusiastically receive input from our key stakeholders including practitioners in agricultural communications, public school agricultural teachers, extension professionals, agriculture industry leaders, and international agriculture colleagues. This in turn enables us to provide premier academic programs, effective outreach, and encourages relevant scholarship.

The vision of our Department is to be recognized as one of the top-ten academic units of its kind in the nation. During these past six years, the Department made great strides in realizing this vision by being ranked ninth in the nation by a study of our peers. This recognition has and will continue to facilitate our efforts to achieve quality academic programs that produce society-ready graduates who assume national and international leadership positions through their conceptual understanding of foundational theory, practical applications, ability to grow and mature intellectually, reason soundly, think critically using imagination and Ingenuity, display self-confidence, and concern and care for one's family, community and the marginalized of our society. To maintain and advance in this ranking, our outreach and engagement programs will be acknowledged as being innovative, relevant, timely, and appropriate. In addition, faculty and graduate student research will be considered by our peers and consumers as being excellent in quality, innovative in approach to theory, programmatic in nature, systematic and focused.

The past six years of our graduate program have been about growth – both in scale and efficiencies. This report illustrates increases in resident and distance-delivered degree programs and courses, admission and enrollment numbers, graduate assistantship positions, research grant funding secured and related scholarship activities, and awards and recognitions. Efficiencies will be evident as these increases are compared to our peers as well as to declining budgetary resources. Changes in the structure of our graduate degree programs have also created efficiencies over previous evaluation periods. Through these changes, the Department has enhanced its culture towards the achievement of a family atmosphere where learning occurs.

While much has been accomplished in a brief period of time, there are still goals, objectives, and tasks to be completed. These include the scholarly development of the new faculty members, improvements in managing graduate advisement loads and advisement processes, development of additional degree and certificate programs, continuous improvement of graduate courses including the development of new courses on emerging industry topics, recruitment of underrepresented populations, improvements in communications with all graduate students, and adoption of new, emerging technologies that enhance the Department’s three-part mission. All in an uncertain fiscal environment and changing departmental, college and university leadership.

In these past six years, we have demonstrated our resiliency in times of uncertainty and change and an unwavering passion for excellence. That is something we are not going to change.
II. Graduate Curricula and Degree Programs

A. Scope of Programs Within the Department

The Department’s graduate degree program has grown in both the number of graduate programs it offers and in the number of students that these programs serve. This growth has brought recognition to the Department. According to a recent survey of professional colleagues within the discipline, Texas Tech’s Department of Agricultural Education and Communications ranked ninth, with faculty, range of programs and its communications program listed as its distinguishing features. This Birkenholz and Simonsen (2009) study “Characteristics of Distinguished Programs of Agricultural Education” was published in the American Association for Agricultural Education (AAAE) national research conference proceedings. It is our belief that the positive growth and development of our graduate program was a primary contributor to this national ranking.

During the past six years, a new master’s of science in Agricultural Communication degree was proposed, approved, and successfully implemented. As such, the current listing of graduate degree programs offered by the Department include: (a) master’s of science in Agricultural Communications (resident experience only), (b) master’s of science in Agricultural Education (resident and distance delivered), and (c) doctor of education in Agricultural Education (resident and distance delivered as a joint degree program with Texas A&M University) (Appendix G).

Though not an official part of it’s graduate program degree offerings, the Department’s involvement with CASNR’s distance-delivered Master’s of Agriculture degree programs does provide a drain on the Department’s graduate program resources—specifically the time involved with the admission and advising processes related to these programs. While the Department does gain the course revenue from students enrolled in these programs, the Department does not receive the full FTE benefit typically associated with advising students in a graduate degree program.

In spite of this lack of FTE benefit, the Department expanded its role in CASNR’s Masters of Agriculture degree program during the past six years by creating a new program in Educational Leadership that can lead to principal certification in the State of Texas. This program was formed through a partnership with the College of Education and the Department of Educational Psychology and Leadership. These two CASNR degrees will be referenced throughout this evaluation report but will not be discussed to the extent as those programs housed in the Department. For a further review of these degree programs, please review the most recent CASNR Graduate Program Evaluation report.

In addition, to the above changes, a new doctor of philosophy degree in the Human Dimension of Agricultural Sciences has been proposed by the department and is awaiting final approval by the Texas Higher Education Coordinating Board (expected in Spring 2011) (Appendix L). This new degree is designed to replace the Department’s resident doctor in education (Ed. D.) degree.

Agricultural Education and Communications
2. Expected learning outcomes and outcomes assessment of each degree program.

Master’s of Science in Agricultural Education Degree

The primary focus of the master’s of science in Agricultural Education degree program has been to advance educators in the professional setting (primarily public high school and Extension settings). This program is offered in residence or as a distance-delivered degree program that can serve the needs of those individuals outside of acceptable driving distance to the Lubbock campus.

The core courses of the programs are intended to advance the theoretical and professional skill sets of these individuals focused on the educational program development and delivery and the leadership of such efforts in a variety of settings and delivery contexts (Appendix G). Through the core areas of agricultural education and research along with nine elective credit hours, students are able to complete a program that meets their individual needs and career goals of today’s advancing professionals.

To assess the outcomes of this program, both course-specific and degree (summative) indicators are monitored (Appendix H). At the course level, four specific learning outcomes are core to the degree regardless of the student’s individual career aspirations. These learning outcomes are assessed through three core courses and a summative activity.

Learning Outcome #1 – Students will demonstrate an understanding of events, circumstances, and guiding philosophies that have influenced the development of the agricultural and extension education profession. For this outcome, students are required to successfully complete AGED 5306 History and Philosophy of Agricultural Education and Communications.

Learning Outcome #2 – Students will demonstrate ability to locate, process, and evaluate scholarly research. For this outcome, students are required to successfully complete AGED 5302 Research Methods and Analysis in Agricultural Education and Communications or an equivalent course.

Learning Outcome #3 – Student will demonstrate an understanding of data analysis and interpretation techniques used in a variety of research-related applications. For this outcome, students are required to successfully complete AGED 5312 Assessing Program Effectiveness in Agriculture and Extended Education or an equivalent course.

Learning Outcome #4 – Students will demonstrate an understanding of the factors influencing the agricultural education profession. A completed research thesis or a comprehensive examination process at the completion of the degree program is the outcome assessment.

Each semester, the specified course outcome (final course grade) is entered into the university’s Trac Dat assessment system. With this system, reports can be generated at anytime providing
the faculty with relevant evaluative data. Further, this data reporting system supports the University’s accreditation and internal evaluation efforts.

At the degree level, the culmination of this master’s degree is a thesis. In addition, the degree program provides a non-thesis option that currently is a comprehensive oral examination of the candidate by their graduate committee (typically two hours in length). The graduate faculty are considering a written examination option or a creative component option as alternatives to this non-thesis option. At the time of this report, no decision has been made.

**Master’s of Science in Agricultural Communications Degree**

This master’s of science in Agricultural Communications degree is designed to prepare graduates for entry into or advancement in a variety of mass media, marketing, and public relations positions. This program also provides development of professional communications skills for related careers in agribusiness, government service, education, and extension. The master's degree program in agricultural communications provides a flexible program, which can be tailored to meet each student's unique situation. Specialization areas such as marketing, mass media, and public relations are also available through cooperation with the College of Mass Communications.

This degree program is intended primarily for students who enter with a bachelor’s degree in agricultural communications, journalism, agricultural communication/journalism, advertising, broadcasting, public relations, or related fields. However, students with an undergraduate degree outside of these areas may still pursue this degree with the understanding that they will need to take news writing as a leveling course. This degree program is only offered as an on-campus experience.

The core courses of the programs are intended to advance the theoretical and professional skill sets of these individuals. The focus of the core is the creation and distribution of agriculture-related information and persuasive messages that are delivered with varying intent and through a variety of delivery channels (Appendix G). Through the core areas of agricultural communications and research along with six elective credit hours, students are able to complete a program that meets their individual needs and career goals of agricultural communications professionals.

To assess the outcomes of this program, both course-specific and degree (summative) indicators are monitored (Appendix H). At the course level, five specific learning outcomes are core to the degree regardless of the student’s individual career aspirations. These learning outcomes are assessed through four core courses and a summative activity.

**Learning Outcome #1** – Students will demonstrate an understanding of events, circumstances, and guiding philosophies that have influenced the development of the agricultural communications profession. For this outcome, students are required to successfully complete ACOM 5306 *Foundations of Agricultural Communications* or an equivalent course.
Learning Outcome #2 – Students will demonstrate ability to locate, process, and evaluate scholarly research. For this outcome, students are required to successfully complete AGED 5302 Research Methods and Analysis in Agricultural Education and Communications or an equivalent course.

Learning Outcome #3 – Student will demonstrate an understanding of data analysis and interpretation techniques used in a variety of research-related applications. For this outcome, students are required to successfully complete AGED 5312 Assessing Program Effectiveness in Agriculture and Extended Education or an equivalent course.

Learning Outcome #4 – Students will demonstrate the ability to create, manipulate, and incorporate digital images into a variety of communication applications. For this outcome, students are required to successfully complete ACOM 5303 Advanced Computer Applications in Agricultural Communications.

Learning Outcome #5 – Students will demonstrate an understanding of the factors influencing the agricultural communications profession. A completed research thesis or a comprehensive examination process at the completion of the degree program is the outcome assessment.

Each semester, the specified course outcome (final course grade) is entered into the university’s Trac Dat assessment system. With this system, reports can be generated at anytime providing the faculty with relevant evaluative data. Further, this data reporting system supports the University’s accreditation and internal evaluation efforts.

At the degree level, the culmination of this master’s degree is a thesis. In addition, the degree program provides a non-thesis option that currently is a comprehensive oral examination of the candidate by their graduate committee (typically two hours in length). The graduate faculty are considering a written examination option or a creative component option as alternatives to this non-thesis option. At the time of this report, no decision has been made.

**Doctor of Education in Agricultural Education Degree – Resident Program**

In 1998, a doctoral degree in Agricultural Education (Ed. D) was approved graduating its first resident student in 2001. In addition to completing a dissertation, students in this program complete 25 credit hours in agricultural education content, nine hours in research and evaluation methods, six hours in statistics, and 12 credit hours in a supporting area of interest (Appendix G).

To assess the outcomes of this program, both course-specific and degree (summative) indicators are monitored (Appendix H). At the course level, five specific learning outcomes are core to the degree regardless of the student’s individual career aspirations. These learning outcomes are assessed through five of six core courses and two summative activities.

Learning Outcome #1 – Understand the complex disciplinary issues, problems, or trends related to adult-level education. For this outcome, students are required to successfully
complete AGED 5308 *Foundations of Adult Education* or AGED 5310 *College Teaching in Agriculture*.

**Learning Outcome #2** – Students will demonstrate advanced understanding of data collection and analysis techniques. For this outcome, students are required to successfully complete AGED 5302 *Research Methods and Analysis in Agricultural Education and Communications* and EPSY 5381 *Intermediate Educational Statistics*.

**Learning Outcome #3** – Students will understand the theory and best practices that facilitate change in human behavior. For this outcome, students are required to successfully complete ACOM 5307 *Methods of Technological Change* and AGED 5305 *Program Development in Agricultural and Extension Education*.

**Learning Outcome #4** – Demonstrate an understanding of the profession in a variety of contextual applications of the disciplinary knowledge bases. For this outcome, students are required to successfully complete a qualifying examination that requires a synthesis and application of knowledge acquired during the course of study for the doctoral degree.

**Learning Outcome #5** – Produce original research that advances the frontiers of disciplinary knowledge. For this outcome, students are required to successfully complete a research dissertation. The intent of the dissertation is to assess the student’s mastery of the techniques of research, a thorough understanding of the subject matter and its background, and a high degree of skill in organizing and presenting the materials. The dissertation should embody a significant contribution of new information to a subject or a substantial reevaluation of existing knowledge presented in a scholarly style.

Each semester, the specified course outcome (final course grade) is entered into the university’s *Trac Dat* assessment system. With this system, reports can be generated at anytime providing the faculty with relevant evaluative data. Further, this data reporting system supports the University’s accreditation and internal evaluation efforts.

Within this degree program are two summative measures—qualifying exams and a dissertation. The qualifying examination requires a synthesis and application of knowledge acquired during the course of study for the doctoral degree. Consequently, satisfactory performance in coursework does not necessarily guarantee successful performance on the qualifying examination. The qualifying examination is prepared and administered by the candidate’s advisory committee. The major portion of the examination is ordinarily a written exam requiring at least 16 hours. This written exam is followed two weeks later by an oral examination under the supervision of the committee. If the qualifying examination is considered satisfactory, the chairperson of the advisory committee will send to the graduate dean, for consideration by the Graduate Council, a formal written recommendation that the applicant be admitted to candidacy for the doctor’s degree.

The intent of the dissertation is to assess the student’s mastery of the techniques of research, a thorough understanding of the subject matter and its background, and a high degree of skill in organizing and presenting the materials. The dissertation should embody a significant...
contribution of new information to a subject or a substantial reevaluation of existing knowledge presented in a scholarly style. The work on the dissertation is constantly under the supervision of the advisory committee. At the conclusion of the research, the resulting manuscript is individually reviewed by the members of the committee, presented in a final oral examination process that includes a public presentation and a closed session with the committee. The graduate dean or a professor designated to act in place of the graduate dean is also involved with these final processes.

**Doctor of Education in Agricultural Education Degree – Joint Degree Program**

Since the start of the resident doctoral degree program, the department expanded how the degree can be achieved by increasing to two delivery formats — resident instruction or at a distance. The distance delivered program, commonly referred to as *Doc@Distance*, is jointly delivered with Texas A&M’s Department of Agricultural Leadership, Education, and Communications. The *Doc@Distance* program was launched in 2000 with a grant that was provided by the W.K. Kellogg Foundation.

Students enter the *Doc@Distance* program as a cohort and proceed through the program’s coursework together. The responsibility to deliver the graduate courses is shared equally between the two departments with synchronous and asynchronous delivery formats being utilized. Face-to-face 3-day seminars are held on the two campuses during the degree program for the purpose of delivering intense hands-on instruction and to provide an opportunity for the students to bond and create peer support networks. Additional seminars are held in conjunction with the profession’s national research conference to increase the students’ understanding of the scope of the profession and its scholarship efforts.

In the joint degree program, the faculties hold graduate faculty status at both universities. Each student’s graduate program committee is co-chaired by a faculty member at each of the two universities. Prior to 2009, cohorts were recruited and admitted to the program every three years with a maximum of 24 students in the cohort. The first cohort began the program in August 2000 with the first students graduating in August 2004. The admission to the first cohort was limited to applicants from Texas with the intention of successfully launching the program on a limited scale. The second cohort entered the program in August 2003 with admission being broadened to a national scale. The initial three-year spacing was designed to have the earlier cohort complete their course work and qualifying exams before the second cohort would begin.

Based on the progress of the first two cohort groups, changes in the admission process were made beginning with the admission of cohort 4 in 2009. The most challenging factor experienced with the progress of the cohorts was that the members were not graduating together as originally envisioned. Rather, the program was experiencing 1-3 years between the cohort’s first graduate and its last. To further illustrate, in Fall 2009, members of cohorts 2, 3 and 4 were all involved in the program. At the conclusion of the Spring 2010 semester, the first members of cohort three graduated with the last member of cohort 2. This larger (and longer) overlap of students in the program put additional pressure on the advising process and the distribution of resources to other aspects of the Department’s graduate program.
Beginning in 2009, changes with the admission of cohort 4 were implemented. The changes included limiting the cohort size to a maximum of twelve and revised the timing of new cohort admission to every two years. It was the joint faculty’s belief that the process would lessen the pressure for each faculty member to serve as lead advisor (chair) for a member of each cohort allowing the faculty member to finish previous cohort chair responsibilities before accepting another. From an administrative perspective, this smaller cohort size admitted more frequently would result in a “flatter” enrollment in the program, minimizing the “peaks and valleys” experienced by the aforementioned enrollment overlap (more in section IV. Graduate Students).

Similar to the resident doctoral degree, this joint degree program uses the same Trac Dat, qualifying exam and dissertation assessment procedures as program outcome measures. Beginning in 2009 with cohort 4 will be a preliminary exam procedure that will be completed by the cohort members at the conclusion of their first 30 hours of course work. This preliminary exam is a new requirement of all Texas A&M University doctoral programs and was adopted by this degree program to comply with that requirement. Faculty from each of these initial courses will develop a minimum of 20 questions for the exam. During a joint faculty meeting held in the middle of the second year of the program, the faculty will develop the exam from this pool of questions. This exam will be administered to the students at the start of the subsequent face-to-face seminar that will be held at the site of the profession’s annual meeting (typically in May).

The results of the exam will be determined after the conclusion of the meeting. Students that do not perform satisfactory on the exam will be counseled to consider other academic options outside of completing this joint degree program.

B. Number and Types of Degrees Awarded

During the past six years, the Department has awarded 72 master’s of science in Agricultural Education degrees and 32 doctoral degrees (Figure 2.1). This compares with 69 master’s degrees and 28 doctoral degrees in the previous six-year period or respective increases of 4.2% and 12.5%. While experiencing these increases, the Department also awarded 18 master’s of science in Agricultural Communications degrees (Figure 2.2). Coupled with the eight graduates from the two Master’s of Agriculture degree programs, the Department was involved with awarding 130 graduate degrees. This represents a 20.5% increase in the number of graduate degrees awarded over the previous six-year period and an average of more than 20 graduate degrees being awarded each year.

When comparing the Department’s awarding of graduate degrees to other peer departments over the past six-year period (Figure 2.3), we awarded more master’s of Agricultural Education degrees than three of the four peer institutions (University of Missouri awarded three more than TTU) and more doctoral degrees than three of the four peer institutions (joint degree partner Texas A&M University had three more graduates). The data provided by the TTU’s Institutional Research and Information Management did not include data for the master’s of Agricultural Communications degree program.
Figure 2.1: Agricultural Education Degree Awarded by Academic Year
Figure 2.2: Agricultural Communications Degrees Awarded by Academic Year

Table 2.1

Summary of Graduate Program Degrees Awarded by Department

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</thead>
<tbody>
<tr>
<td>M.S. in Agricultural Education</td>
<td>13</td>
<td>7</td>
<td>11</td>
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</tr>
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*Number was not included in data provided Institutional Research and Information Management but was gathered from departmental records including programs of the three graduation ceremonies conducted during the 2009-10 academic year.*
## Comparison of Degrees Awarded - Fall Data

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*Figure 2.3: Comparison of Degrees Awarded by Peer Institutions*
C. Undergraduate and Graduate Semester Credit Hours

Growth in the Department’s undergraduate and graduate program are also evident by the number of semester credit hours generated. During the 1998/99 – 2002/03 timeframe of the previous evaluation, the Department averaged 2,418 semester credit hours per academic year in its undergraduate programs. The 2004/05 – 2008/09 academic years yielded a 3,154 semester credit hours average per academic year (Figure 2.4). This is a 30.4% increase in undergraduate semester credit hours over the previous evaluation period.

The graduate programs also experienced growth in annual semester credit hours. During the 1998/99 – 2002/03 timeframe of the previous evaluation, the Department averaged 503.2 semester credit hours per academic year in its graduate programs. The 2004/05 – 2008/09 academic years yielded a 941.6 semester credit hours average per academic year (Figure 2.4). This is a 87.1% increase in undergraduate semester credit hours over the previous evaluation period.

The Department achieved this growth during a period when the operating budget declined 30.1%.

![AY SCH compared to Budget](chart)

*Figure 2.4: Academic Year Semester Credit Hours Compared to Budget*
D. Number of Majors in the Department for the Fall Semesters

Parallel to the Department’s growth in the number of semester credit hours generated was the growth in enrollment in each of the Department’s graduate degrees.

During the 1998/99 – 2003/04 timeframe of the previous evaluation, the Department averaged 18.3 students enrolled in the master’s of Agricultural Education degree program. During the 2004/05 – 2009/10 academic years, enrollment in this degree program averaged 21.3 students (Figure 2.5). This is a 16.6% increase in this degree program over the previous evaluation period.

The Ed.D. degree program also realized enrollment growth. During the 1998/99 – 2003/04 timeframe of the previous evaluation, the Department averaged 23.5 students enrolled in the doctorate in education in Agricultural Education degree program. During the 2004/05 – 2009/10 academic years, enrollment in this degree program averaged 29.0 students (Figure 2.5). This is a 23.4% increase in this degree program over the previous evaluation period.

The Department achieved this growth during a period when the operating budget declined 30.1%.

![Enrollment by Level - Fall Data (Agricultural Education)](chart)

*Figure 2.5: Agricultural Education Enrollment Data (Fall Semester)*
The Department’s newest graduate degree program exceeded the enrollment projection described in the degree’s proposal. Approved in December 2005, the Department projected an enrollment of 12 students by the third year increasing to 15 in year four and 18 in year five. As Figure 2.6 illustrates, the degree program had ten student enrolled by the second year of the program doubling that by the third year.

**Figure 2.6: Master's of Agricultural Communications Degree Program Enrollment (Fall Semester)**
What has been challenging to the Department is the peaks and valleys found in the enrollment pattern (Table 2.2). While this challenges the faculty and the management of resources, we have been able to be competitive with our peer programs (Figure 2.7).

Table 2.2

*Graduate Program Enrollment* (Source: Institutional Research and Information Mgmt)

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**Comparison of Enrollment - Fall Data**

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*Figure 2.7: Enrollment at Peer Institutions (Source: Institutional Research and Information Mgmt)*
E. Course Enrollments Over the Past Six Years

Course Enrollments by Academic Year

Source: Institutional Research and Information Mgmt
Table prepared by The Graduate School

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Figure 2.8: Course Enrollments by Academic Year. Figures are totals – classes may be offered more than once a year

NOTE: Missing from the above figure is enrollment for ACOM 5302 Knowledge Management in Agricultural and Natural Resources which had enrollment in Spring 2009 (22) and Spring 2010 (12).
F. Courses Cross Listed

Table 2.3

*Required and Elective Courses Offered by the Department During the Past Six Years*

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<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>5301</td>
<td>e</td>
<td>R</td>
<td>e</td>
<td>R</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>5302</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>AGED</td>
<td>5303</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>5304</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>5305</td>
<td>e</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>5306</td>
<td>e</td>
<td>R</td>
<td>R</td>
<td>N/A</td>
<td>R</td>
</tr>
<tr>
<td>AGED</td>
<td>5308</td>
<td>e</td>
<td>R</td>
<td>e</td>
<td>N/A</td>
<td>R</td>
</tr>
<tr>
<td>AGED</td>
<td>5309</td>
<td>e</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>AGED</td>
<td>5310</td>
<td>e</td>
<td>R</td>
<td>R</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>5311</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>5312</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>5340</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>N/A</td>
<td>R</td>
</tr>
<tr>
<td>AGED</td>
<td>5391</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>N/A</td>
<td>R</td>
</tr>
<tr>
<td>AGED</td>
<td>6000</td>
<td>R</td>
<td>R</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>6301</td>
<td>N/A</td>
<td>N/A</td>
<td>e</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>7000</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>7100</td>
<td>e</td>
<td>e</td>
<td>R</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>7200</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AGED</td>
<td>8000</td>
<td>N/A</td>
<td>N/A</td>
<td>e</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AGSM</td>
<td>5301</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

NOTE: “R” indicates that the course is required for the degree program; “e” indicates that the course is a potential elective; N/A indicates that the course would be inappropriate for that degree program.

1 Student chooses one of the thee courses depending on career goals; 2 student must complete four seminar credits; 3 course is required as a leveling course if student has not completed an introductory-level statistics course; 4 student must complete an investigation of a problem that is related to student’s career interest; 5 course is delivered by the College of Education’s Educational Leadership department and is cross listed under the Department for this degree program.
G. Summary of the Graduate Curricula and Degree Program Self-Study

In reviewing the Strengths of the graduate program over the past six years, several areas of note emerge beginning with the ninth-place national ranking reported in the Birkenholtz (2009) study. Texas was the only school in the top ten that was not a land grant university; a distinction that commonly carries additional notoriety among agriculture colleges as well as access to USDA Experiment Station resources. To be ranked ahead of other land grant departments has generated a great deal of pride in the Department while simultaneously creating new goals for the program.

A national ranking is only a benchmark. True strengths emerge from other factors such as areas of growth. During the past six years, the Department experienced increases in student semester credit hours at both the undergraduate (30.4%) and graduate (87.1%) levels. A portion of this growth can be attributed to improvements in marketing and recruitment efforts and products that have subsequently led to increases graduate applications and admissions (see Section IV).

Further strengthening the Department’s graduate program has been the new master’s of Agricultural Communications degree which has exceeded projected enrollment by 33%. This new degree program coupled with non-substantive changes to master’s of Agricultural Education degrees has allowed the master’s level degree programs to remain current with industry trends.

At the doctoral level, the joint doctorate in education (ED.D) degree program (Doc@Distance) with Texas A&M continues to meet the needs of industry professional needing a doctoral degree to advance within their organizations. Changes made to improve the management of the program including smaller cohorts admitted more frequently as well as a joint management team vs. joint faculty meetings have been positive.

Several courses such as the ACOM 5304 Risk and Crisis Communications are considered to be cutting-edge and meeting the industry’s needs and are only beginning to be emulated at other universities. Course design coupled with a strong effort to increase the number of distance-delivered degrees and courses has also contributed to interest and subsequent growth in the program.

One of the often-neglected aspects of a department and its graduate program is the culture that the program operates within. A positive atmosphere has been shown to have a positive impact on work and on student learning. The Department is committed to creating such an atmosphere and has experienced positive results through a period of chair and faculty changes.

In spite of these strengths, a complete self-study must also be aware of Weaknesses that exist in the program. Perhaps the most challenging is the high student-to-faculty ratio and faculty workloads. As the Department has grown in both undergraduate and graduate student numbers, it has also grown in its research and service/engagement activities. Prior to the recent changes in Doc@Distance, the Department’s graduate program also experienced challenges caused by what we refer to as the “peak times” caused by the larger overlapping cohorts. These factors have had a negative the advisement and mentoring of graduate students as student and alumni survey results have indicated.
Further, this workload has prevented core courses from being offered as frequently as students would like. While options exist outside the department, students would sooner wait for the course cycle to repeat than enroll in outside courses.

Further challenging the Department is a faculty that is very young in both chronological age and experience. Four of the ten faculty have less than three years of experience at Texas Tech and the majority of the Department’s tenure-track faculty have not been tenured. The interaction between the challenges of limited faculty experience and high workload may be impacting our academic (teaching) scholarship as student and alumni survey results have indicated that some courses need to be more rigorous.

While weaknesses exist, Opportunities for program improvement and expansion are also present. Of the opportunities, the approval of the proposed Ph.D. degree has the potential for an immediate, positive impact placing the Department on the same degree program level of peer programs. Another opportunity being explored by the faculty is the expansion of distance graduate program delivery through certificate programs. The first area being examined is in our leadership program area.

Threats to our graduate program are also present. While the Department has continued to develop courses in the area of agriculture and rural leadership, there is no formal leadership degree or certificate program. This places us behind our regional competitors that have graduate-level leadership development degree programs and curriculum.

During the past six years, the smaller regional universities (West Texas A&M University, Tarleton State University) have become more competitive. An identified factor contributing to this threat is the growing gap between TTU tuition and their university/college tuition. As this difference increases, potential students have increasingly considered these regional options.

While a necessity, further threatening the effectiveness of our program is the recent increases in “paperwork” that has resulted from an increased focus on accountability. While the faculty agrees with the reasons for this increase focus, the accompanying processes and procedures have further strained the limited faculty and departmental resources.
III. Faculty

A. Number, Rank, and Demographics of the Graduate Faculty

After remaining steady at eight tenure/tenure-track faculty positions since the 2000/01 academic year, the Department’s graduate faculty ranks increased by one in the 2005/06 year. The greatest staffing change in the past six years has been the increased use of non-tenure track faculty for course delivery—the majority of which are doctoral students. In Figure 3.1, Series1 represents the number of tenure-track faculty while Series2 represents the number of non-tenure track faculty and Series4 represents teaching assistants (TAs).

![Teaching Resources](chart.png)

**Figure 3.1:** Staff Resources Available to the Department for Instructional Purposes. These numbers do not include individuals in administrative positions who may also chair or participate in graduate committees.

As stated earlier, the Department faculty are young in both chronological age and experience. Four of the nine 2009/10 faculty have less than three years of experience at Texas Tech (Figure 3.2). During the past six years, the majority of the tenure-track faculty has not been tenured.
In comparing the 2009/10 academic year graduate student enrollment with the number of tenure-track faculty available for advisement in peer departments, only the University of Missouri advises more students per faculty member. In the Department, 61 graduate students are advised by nine tenure-track faculty for a 6.7 student to faculty member average. The University of Missouri has a 7.5 student to faculty member average followed by Oklahoma State University (6.0), Ohio State University (2.4), and Texas A&M University (2.4) (Table 3.1)
Table 3.1

Comparison of Student to Faculty Graduate Advising Ratio to Departments at Peer Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>2009/10 Graduate Student Enrollment</th>
<th>2009/10 Tenure/ Tenure-track Faculty</th>
<th>Student to Faculty Member Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Missouri</td>
<td>30</td>
<td>4</td>
<td>7.5</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>54</td>
<td>9</td>
<td>6.0</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>48</td>
<td>20</td>
<td>2.4</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>24</td>
<td>10</td>
<td>2.4</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>61</td>
<td>9</td>
<td>6.7</td>
</tr>
</tbody>
</table>

*2009/10 data was not available from Oklahoma State University so 2008/09 data was used.

Agricultural Education and Communications
B. List of Faculty Members Employed During the Past Six Years

As shown in Table 3.2, five of the Departments graduate faculty members have been hired since the last graduate program evaluation while forty-one years of experience was lost due to retirement (Cepica) and departures (Davis and Smith). As a result of these changes, the Department has been able to increase the diversity of its faculty in terms of gender and ethnic representation.

Table 3.2
faculty Employment Hire and End Dates

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Job Title</th>
<th>Hire Date</th>
<th>End Date</th>
<th>Member of Grad Faculty?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akers, Cindy L.</td>
<td>Associate Professor</td>
<td>09/01/2000</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Baker, Matt</td>
<td>Dean, University College</td>
<td>07/01/2000</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Brashears, M. Todd</td>
<td>Associate Professor</td>
<td>01/01/2004</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Burris, Scott H.</td>
<td>Assistant Professor</td>
<td>08/01/2005</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Cepica, Marvin J.</td>
<td>Dean, CASNR</td>
<td>09/01/1977</td>
<td>08/31/2007</td>
<td>Yes</td>
</tr>
<tr>
<td>Davis, Chad S.</td>
<td>Assistant Professor</td>
<td>09/01/2003</td>
<td>06/01/2007</td>
<td>Yes</td>
</tr>
<tr>
<td>Doerfert, David L.</td>
<td>Associate Chair &amp; Professor</td>
<td>07/15/2002</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Fraze, Steven</td>
<td>Chair &amp; Professor</td>
<td>09/01/1988</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Irlbeck, Erica</td>
<td>Assistant Professor</td>
<td>09/01/2009</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Lawver, David</td>
<td>Professor</td>
<td>09/01/1989</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Meyers, Courtney</td>
<td>Assistant Professor</td>
<td>08/01/2008</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Ritz, Rudolph</td>
<td>Assistant Professor</td>
<td>09/01/2009</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Smith, James, H.</td>
<td>Associate Professor</td>
<td>08/01/2000</td>
<td>08/31/2007</td>
<td>Yes</td>
</tr>
<tr>
<td>Ulmer, Jonathon</td>
<td>Assistant Professor</td>
<td>07/01/2008</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>
In addition to the faculty employed by the Department, the following 22 faculty members in the Department of Leadership, Education, and Communications at Texas A&M University have graduate faculty status at Texas Tech University in support of the joint doctoral degree program with their university (Appendix F):

- Chris Boleman
- Kim Dooley
- Alvin Larke
- Tim Murphy
- Tracy Rutherford
- Jennifer Williams
- Barry Boyd
- Chandra Elbert
- James Lindner
- Theresa Murphrey
- Glen Shinn
- Gary Briers
- Jack Elliot
- Landry Lockett
- Traci Naile
- Robert Strong
- Scott Cummings
- Julie Harlin
- Lori Moore
- Manda Rosser
- Andy Vestal

C. Summary of the Number of Refereed Publications and Creative Activities.

During the past six years, the faculty has continued to increase their scholarship through refereed publications and creative activities. As shown in Table 3.3 (and Appendix J), 358 peer-reviewed or creative items were produced since the last program evaluation compared to 290 during the previous evaluation period. This equals a 23.45% increase with only one FTE increase since the last evaluation.

Table 3.3

Number of Refereed Publications and Creative Activities by Calendar Year

<table>
<thead>
<tr>
<th>Publication Type</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=10</td>
<td>N=9</td>
<td>N=10</td>
<td>N=9</td>
<td>N=10</td>
<td>N=10</td>
</tr>
<tr>
<td>Refereed Articles/Abstracts</td>
<td>F=9</td>
<td>F=9</td>
<td>F=9</td>
<td>F=8</td>
<td>F=8</td>
<td>F=9</td>
</tr>
<tr>
<td>Refereed Articles/Abstracts</td>
<td>16</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Books/Book Chapters</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Other Publications</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Presentations/Posters</td>
<td>34</td>
<td>20</td>
<td>38</td>
<td>52</td>
<td>30</td>
<td>43</td>
</tr>
<tr>
<td>Invited Presentations</td>
<td>15</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>72</td>
<td>37</td>
<td>57</td>
<td>66</td>
<td>49</td>
<td>73</td>
</tr>
<tr>
<td>Faculty Average</td>
<td>8.00</td>
<td>4.11</td>
<td>6.33</td>
<td>8.25</td>
<td>6.13</td>
<td>8.11</td>
</tr>
</tbody>
</table>

N = # of full time faculty contributing F = # of full time faculty in department

_Agricultural Education and Communications_
D. Responsibilities and Leadership in Professional Societies

During the past six years, the faculty has demonstrated their commitment to the profession by their willingness to serve in a variety of leadership roles (Table 3.4 and Appendix K). For the last two years, 100% of the faculty has been involved in professional leadership roles on regional, national, and international levels.

Table 3.4

*Faculty Responsibilities and Leadership in Professional Societies*

<table>
<thead>
<tr>
<th>Professional Leadership</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=5</td>
<td>F=9</td>
<td>F=9</td>
<td>F=9</td>
<td>F=8</td>
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<td>F=9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editor/Editorial</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Executive Board</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Officer in National Org.</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Committees</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

N = # of full time faculty contributing  F = # of full time faculty in department
Administrative and faculty changes in the Department during the past six years did not create balance in terms of graduate committees chaired or committee service. Davis’s departure from the Department in 2007 shifted his agricultural communications students primarily to Akers and Doerfert. Brashears, Fraze, Lawver, and Burris assumed the majority of agricultural education graduate students previously chaired by Smith and Baker.

Table 3.5

*Graduate Committee Chair and Membership by Faculty Member*

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Committees Chaired</th>
<th>Committees Served in department</th>
<th>Committees Served outside department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Masters</td>
<td>Doctoral</td>
<td>Masters</td>
</tr>
<tr>
<td>Akers, Cindy L.</td>
<td>22</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Baker, Matt</td>
<td>1</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Brashears, M. Todd</td>
<td>9</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Burris, Scott H.</td>
<td>13</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>Cepica, Marvin J.</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Davis, Chad S.</td>
<td>6</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Doerfert, David L.</td>
<td>22</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>Fraze, Steven</td>
<td>16</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Irlbeck, Erica</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Lawver, David</td>
<td>8</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>Meyers, Courtney</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Ritz, Rudolph</td>
<td>0</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Smith, James, H.</td>
<td>1</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Ulmer, Jonathon</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>
E. Assess Average Faculty Productivity for Fall Semesters Only

Table 3.6 illustrates the Department faculty’s teaching workload in comparison to other faculty in the college (CASNR) and across the Texas Tech University campus. While the College’s SCH/FTE has remained between 173-199 since the 2000/01 academic year (Figure 3.4), the Department has realized nearly continuous growth since 2001/02 increasing by 42.86% in the past nine years (Figure 3.5). The 2009/10 academic year is the first time since the 1998/99 academic year that the Department’s SCH/FTE average has exceeded the CASNR average.

Table 3.6

*Average Faculty Productivity for Fall Semesters*

<table>
<thead>
<tr>
<th>Faculty Workload</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>16.23</td>
<td>15.82</td>
<td>16.08</td>
<td>15.44</td>
<td>15.55</td>
<td>16.30</td>
</tr>
<tr>
<td>College</td>
<td>18.82</td>
<td>18.65</td>
<td>20.72</td>
<td>19.09</td>
<td>20.05</td>
<td>21.05</td>
</tr>
<tr>
<td>Department</td>
<td>25.08</td>
<td>20.48</td>
<td>33.91</td>
<td>22.13</td>
<td>24.53</td>
<td>29.73</td>
</tr>
<tr>
<td>% Difference from University Average</td>
<td>54.5%</td>
<td>29.5%</td>
<td>110.9%</td>
<td>43.3%</td>
<td>57.7%</td>
<td>82.4%</td>
</tr>
<tr>
<td>% Difference from College Average</td>
<td>33.3%</td>
<td>9.8%</td>
<td>63.7%</td>
<td>15.9%</td>
<td>22.3%</td>
<td>41.2%</td>
</tr>
</tbody>
</table>
Figure 3.4: College of Agricultural Sciences and Natural Resources SCH/FTE - Fall Data
F. Evidence of Teaching Quality

Four instructor evaluation statements are commonly used by the college and university for teaching awards. On a regular basis, the department faculty has realized student evaluation of teaching scores that are above the mean scores for the college (Figure 3.6-3.9). The 2007/08 and 2008/09 academic years experienced changes in departmental leadership and four new faculty hires. While the instructor evaluation scores declined in the initial year, the scores continue to increase after that initial year of change (Figure 3.6). Additional evidence of teaching quality is found in the teaching-related awards the Department faculty received the past six years.

2004/05
- Cindy Akers was the College of Agricultural Sciences and Natural Resources’ award recipient for the President’s Excellence in Teaching Award.
- Cindy Akers won the NACTA Teaching Award of Merit
- Chad Davis was the CASNR recipient of the Texas Tech Alumni Association’s New Faculty Award.
- James Smith won the Distinguished Teaching Award presented by the AAAE Southern Region
2005/06
• The department won the Teaching Academy’s Departmental Excellence in Teaching Award. This award was presented in recognition of a department made unique and significant contributions to the university’s teaching mission.
• Cindy Akers won the ACE Award of Excellence in Academic Programs Award and the AAAE Western Region Outstanding Young Member Award
• Scott Burris was named CASNR Outstanding Faculty Member in Fall 2006

2006/07
• Cindy Akers completed service as Chair of Texas Tech’s Teaching Academy
• Matt Baker was named the CASNR Outstanding Faculty Member in Spring 2007
• Todd Brashears won the Texas Tech Alumni Association’s New Faculty Award.
• Scott Burris was named the CASNR nominee for the Hemphill Wells New Faculty Award.
• Steve Fraze won the CASNR Teaching Award in 2007 and was the CASNR nominee for the Chancellor’s Council Distinguished Teaching Award

2007/08
• Cindy Akers received the CASNR Teaching Award.
• Todd Brashears received the CASNR Junior Faculty Award
• Scott Burris was nominated by CASNR for the USDA New Teacher Award, the TTU Alumni Association New Faculty Award, and the Hemphill-Wells Outstanding New Faculty Award

2008/09
• Cindy Akers received the CASNR Student Advising Award
• Todd Brashears received the CASNR Teaching Award
• Scott Burris received the CASNR Junior Faculty and was inducted into the Texas Tech University Teaching Academy
• Erica Irlbeck received the CASNR Instructor Award
• David Lawver received a Fulbright Scholarship and completed a faculty development leave during the fall semester at Egerton University in Kenya teaching one graduate course and one undergraduate course.
Figure 3.6: Department and College Instructor Ratings for the Statement "Overall this instructor was effective" (scale: 1 = strongly disagree; 5 = strongly agree).

Figure 3.7: Department and College Instructor Ratings for the Statement "The instructor was available for consultation during office hours or by appointment" (scale: 1 = strongly disagree; 5 = strongly agree).
Figure 3.8: Department and College Instructor Ratings for the Statement "The instructor stimulated student learning" (scale: 1 = strongly disagree; 5 = strongly agree)

Figure 3.9: Department and College Instructor Rating for the Statement "The instructor treated all students fairly" (scale: 1 = strongly disagree; 5 = strongly agree).
G. Summary of the Faculty Self-Study

In summarizing the *Strengths* of the Department’s faculty, you need to begin with the entrepreneurial spirit of the faculty. This spirit can be described as a group of personal dispositions that lead to the innovative practice of identifying and/or creating opportunities, then acting to manifest those opportunities in a productive way. Supplementing this spirit with collaboration and strategic thinking have allowed the Department to realize great advances in the past six years with a minimum of resources.

This spirit has thrived in the midst of administrative and faculty changes illustrating the faculty’s resiliency and the ability to grow in the face of change. Teamwork, collaboration, and the ability to work together in a variety of conditions have been characteristics that facilitated a positive work environment and graduate program growth.

The faculty have also illustrated that they are not afraid of working hard. Based on faculty workload numbers, the Department faculty has experienced workloads that were 31.04% higher than the average CASNR faculty workload and 63.06% higher than the average TTU faculty workload.

While having higher than average workloads, the faculty has been able to demonstrate their commitment to quality instruction. Prior to departure of two faculty members and change in administrative leadership, the faculty rated higher than CASNR peers on four key instructor evaluation factors. Since that period of change, the Department has continued to elevate the student evaluation of instruction scores to previous levels. Students and alumni survey results show that the faculty are considered by the graduate student to be a strength of the program.

Faculty productivity has not been limited to instruction. During the past six years, the Department faculty realized a 23.45% increase in total number of refereed publications and creative activities with only one additional FTE increase. In addition, the faculty increased their involvement in state and national leadership roles in the profession through service in offices, committees, and national projects.

The Department’s faculty also has *Weaknesses*. The list begins with being overworked. As illustrated during the past six years, the slightest change in staffing and the resulting shifting of loads causes negative impacts to teaching quality and scholarship. Based on survey results, students and alumni stated that the high activity of the faculty has negatively impacted their access to the faculty.

Further complicating this is insufficient support staffing. As such, the faculty regularly complete clerical work and often install or repair classroom technologies. These tasks take time away from other faculty-led activities that may have a higher return on investment for the Department.

However, a national reputation and continued success within the graduate program and throughout the Department brings new *Opportunities* for partnerships, recruitment of new students and potentially new faculty. An additional opportunity may be emerging through recent and proposed changes in national research funding strategies (e.g. USDA). Requirements for...
research areas to increase educational and outreach proportions of proposed projects have opened collaborative opportunities within the college, with other Texas Tech colleges, and with other universities. Additional federal discussion to end earmarks and funnel all funding through a competitive grant process will “even” the playing field with peer programs at land grant universities.

The top-ten ranking has also generated a *Threat* to the Department as the faculty have become a target for recruitment by other universities. Nearly every one of the current faculty has been contacted in the past three years by peer department encouraging them to apply for employment elsewhere. Faculty loss has been shown to have a negative impact on the Department as there is little ability to absorb load created by loss. In light of the current State fiscal situation, faculty departures may go unfilled for some time extending likely negative impacts for an indeterminate period of time.
IV. Graduate Students

A. Current Internal Recruitment Practices

During the past six years, there are three factors that have positively impacted our masters and doctoral student recruitment efforts: quality of initial contact with the Department, availability of assistantships, and quality of academic advising. Details about assistantships and the quality of our academic advising will be discussed later in this section of our self-study.

Initial Contact Quality

First impressions are important. This is no less true when recruiting underrepresented populations. As such, the Department has sought to better convey that we are a department where all students are treated equally from their initial contact, through the admission process, throughout their graduate studies, and even when they become alumni of the Department. To operationalize this goal, the Department implemented five key elements to create a positive initial contact for prospective doctoral students. Those elements are (1) a positive, accepting work and learning environment, (2) recruitment messages and processes that better communicate our commitment to excellence and diversity, (3) regular examination of the prospective student visitation and application process to remove potential barriers to our programs, (4) fostering a sense of belonging for minority students in the department, and (5) conducting quality research that improves our understanding of minority student needs and potential barriers.

Positive, Accepting Work and Learning Environment

Creating a positive, accepting work and learning environment is a primary goal of the Department of Agricultural Education and Communications. Each member of the Department – the chair, the faculty, the staff, and the student – influences our ability to achieve this goal. As such, each activity of the Department (daily communications, teaching, research, and engagement) was designed to achieve this goal. When potential problems or shortcoming are identified, the Department addresses them quickly.

Recruitment Messages and Processes

To increase our ability to recruit underrepresented undergraduate and graduate students, we have expanded our efforts to what were historically non-traditional sources for our Department. In the past, rural schools and their agriculture programs with homogeneous populations served as the source for students in our undergraduate program. These students were subsequently the students who continued into our doctoral degree feeder programs (master’s degrees).

Today, our Department faculty and the College of Agricultural Sciences and Natural Resources’ (CASNR) Student Services Center work together to actively pursue underrepresented students by attending and exhibiting at conferences where they are likely to be present in large numbers, such as national, state, and regional meetings. Faculty and college recruiters do preparatory work to learn what needs to be included in an exhibit to appeal to targeted student populations. These exhibits include information such as program flexibility, support structures for students, faculty-student ratio, and financial support.
At an individual level, the Department leverages faculty attendance at professional and related stakeholder meetings to identify and meet with prospective students, including those from underrepresented populations who have the potential for success in a doctoral program. These individual faculty efforts have resulted in more than 70% of the leads about prospective master’s and doctoral students, and has often resulted in students who applied and were later admitted to one of the Department’s graduate programs.

**Regular Examination of the Visitation and Application Processes**

Each year during the Department’s planning retreat, the application procedures are reexamined to ascertain if we are really asking for and measuring information that predicts student success. In addition, each graduate degree program is examined for effectiveness and potential barriers for student success with appropriate modifications be made and/or proposed to the proper approval body. The faculty also explores new options for expanding the number of assistantship positions (master’s and doctoral) positions in the Department.

To ensure consistency in our student visitation, application and admission processes, Dr. David Doerfert serves as Graduate Studies Coordinator for the Department. In this role, Dr. Doerfert provides requested information to all inquiring students, coordinates visits to the Department, assists students through the application process, and serves as interim advisor until the new student has been able to select the faculty member who will best guide their graduate studies. For prospective students needing financial assistance to visit Texas Tech and the Department, Dr. Doerfert will seek to secure funds from College and University-level sources that are then matched by Department funds. Dr. Doerfert also serves as the student advocate helping each student in need to overcome potential barriers they are facing.

In addition to this individualized student support, Dr. Doerfert provides the Department’s faculty with monthly updates on inquiries and application status on all students, and includes each faculty who has been involved in the recruitment of the prospective student on all communications with that student. The regular review of messages and procedures as well as the single point of contact/advocacy embodied in the Graduate Studies Coordinator position, students from underrepresented populations have a doctoral degree informational and application process that is easy to complete.

**Foster a Sense of Belonging in the Department**

The Department organizes several activities to foster a sense of belonging and importance in all graduate students (including underrepresented minority students) in the Department through social activities, the sharing of research presentations, and regular meetings. The social activities include individual and group activities such as birthday cards and a Departmental birthday celebration every two months for all faculty, staff and graduate birthdays during that period. It also includes other group activities like a welcome back to school party in August, a holiday party in December, a golf outing in May and luncheons that feature foods from different cultures.

To develop graduate student interest in research, a list of thesis and dissertation research presentations being conducted in the Department during each semester is sent to each graduate student with an invitation to attend as many presentations as their schedule will permit.
For doctoral students, each student is invited to participate in the monthly faculty meetings as well as the annual planning retreat. During these meetings, doctoral student input is sought on the various topics discussed during the meeting.

Quality Research That Improves Our Understanding of Needs and Potential Barriers

During the past six years, the Department has secured financial research support and has completed three research studies that examined the factors that influence underrepresented student recruitment to agriculture programs. Under the leadership of Drs. Cindy Akers, David Doerfert, and Erica Irlbeck, a USDA Higher Education Challenge Grant was secured to explore the potential impact of career-related workshop on recruiting urban minority science students to agriculture careers. The results of the research showed that a workshop can have a positive impact on improving career interest and self efficacy of these students as it relates to agricultural communications careers.

Dr. Akers and the remaining faculty have been involved in guiding for graduate level research studies that successfully resulted in three theses. In addition, a recent dissertation study related to agriculture news and Hispanic responses has provided insight on the creation of recruitment messages for this audience. The results of these studies (listed below) have been used by the faculty in their decision-making processes related to the recruitment of underrepresented minority populations. Additional research studies are underway.


B. Demographics of Applicants and Enrolled Students

A constant theme in this self-study report has been the growth that has occurred in the graduate program during the past six years. This growth is illustrated in Figure 4.1. During the past six years, 204 prospective students have applied for either a masters or doctoral degree in Agricultural Education. This is 71.4% higher than the 119 that applied during the previous six-year period.

What is also illustrated in Figure 4.1 is a weakness that occurs from the “peaks” in applications and admissions that occur when we are admitting a new cohort for the joint doctoral degree program with Texas A&M University (*Doc@Distance*). Even with limiting the new cohort size
to 12 (previous limit was 25), the Department still admitted 43 agricultural education graduate students in 2009.

![Graduate Student Summary by Category - Fall Data](chart.png)

**Figure 4.1: Graduate Student Summary by Category - Fall Data**

Figure 4.2 further illustrates the “peaks and valleys” the graduate program has experienced during the past six years. During 2006, *Doc@Distance* students in cohort two were just nearing graduation while cohort 3 was being admitted. While it will be a few years before we fully notice any changes, it is the Department’s belief that the changes in the administration of the *Doc@Distance* program will create a “flatter,” more consistent student enrollment profile.
Figure 4.2: Graduate Student Summary by Year - Fall Data

Figure 4.3: Agricultural Education Graduate Applicants by Region

Agricultural Education and Communications
Figure 4.4: Agricultural Education Graduate Student Summary Data by Category

Figure 4.5: Agricultural Education Graduate Student Summary by Year
Due to restrictions from the Texas Higher Education Coordinating Board, the joint doctoral degree program is required to have a minimum of 50% of the admitted students be Texas residents. As such, much of the recruitment for both the master’s degree program (potential doctoral degree feeder source) and the doctoral program has centered on the State of Texas. The applicant pattern displayed in Figure 4.6 is relatively unchanged from the pattern found in the previous graduate program evaluation report.

![Graduate Applicants by Region - Fall/Summer Data](chart)

*Figure 4.6: Agricultural Education Graduate Applicants by Region*

What has changed in the past six years is the gender composition of the students that have applied for the agricultural education degree programs. During the previous evaluation period, the male gender was the majority of the applicants (57.14%) and of the students admitted (56.25%). This composition has shifted during the past six years to where females were the majority of the applicants (55.70%) and of the students admitted (57.69%).
Agricultural Education:

The 2006/07 academic year represents one of the highest enrollment years for the masters and doctoral degrees in agricultural education. It also represents the last year that students interested in agricultural communications were required to pursue that within the master’s of Agricultural Education degree program. Beginning in the spring 2007 semester, these students were able to transfer to the master’s of Agricultural Communications degree program. This caused the numbers in the master’s of Agricultural Education degree program to drop significantly. By 2009, the number had exceeded the 2006/07 application numbers and were supplemented by the nine applicants for the master’s of Agricultural Communications degree program (Table 4.5)

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### Table 4.2

**Number of Agricultural Education Graduate Applicants Admitted by Ethnicity and Gender – Fall Data**

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### Table 4.3

**Number of New Agricultural Education Graduate Students Enrolled by Ethnicity and Gender – Fall Data**

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*Agricultural Education and Communications*
Table 4.4

*Number of Agricultural Education Graduate Students Enrolled by Ethnicity and Gender – Fall Data*

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Agricultural Communications:

As a new degree program area, the master’s of Agricultural Communications degree program has no historical data for comparison. What is evident in the initial three years of the program is that the degree is more popular with female students than the agricultural education graduate degree programs (83.33% vs. 55.72%) but has been able to attract only two non-White students to the degree program. The undergraduate student enrollment data (Table 4.9) indicates that this feeder program to the master’s degree will not be a source of students to successfully address the lack of diversity in the degree program.

Table 4.5

*Number of Agricultural Communications Graduate Applicants by Ethnicity and Gender - Fall Data*

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*Number of New Agricultural Communications Graduate Students Enrolled by Ethnicity and Gender - Fall Data*

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*Number of Agricultural Communications Graduate Students Enrolled by Ethnicity and Gender - Fall Data*

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Table 4.9  
*Demographics of Undergraduate Students Enrolled by Ethnicity and Gender - Fall Data*

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C. Test Scores (GRE, GMAT and/or TOEFL) of Enrolled Students

GRE scores of enrolled agricultural education students have remained relatively flat experiencing a slight decrease (-2.3%) from the previous evaluation period (Figure 4.7). While GRE scores for students admitted to the master’s of Agricultural Communication degree program have declined since the initial year (Figure 4.8), the Department feels it is too early to react to this trend and will continue to monitor the data annually.

Figure 4.7: Average GRE Scores for Enrolled Agricultural Education Graduate Students - Fall Data
New students enrolling in the agricultural education and agricultural communications graduate degree programs consistently perform well. As illustrated in Figures 4.9 and 4.10, graduate students in their initial semester have initial term GPA scores typically above the 3.50 average calculated on a four-point scale.
**Figure 4.9:** New Agricultural Education Graduate Student GPA by Level - Fall Data

**Figure 4.10:** New Agricultural Graduate Student GPA by Level - Fall Data
E. Time to Degree in Years

In the Department’s master’s degree program, full-time students typically take four semesters to complete their degree requirements. In the master’s of Agricultural Communications degree program, the majority of the students are full-time and as such reflect the 1.37-1.54 year average time to completion. The master’s of Agricultural Education degree program has a more even distribution between full- and part-time students that increased the average time to completion. The doctoral program experiences the impact from the distribution of full- and part-time students. Resident doctoral students (full-time) are commonly completing the degree in about three years. Part-time doctoral students in resident or as part of the joint degree program with Texas A&M University commonly take four to five years to complete the degree requirements.

Figure 4.11: Time in Years to Complete Agricultural Education Graduate Degree by Level
For many of the prospective graduate students, the ability to secure an assistantship or fellowship position can make the difference on whether their admission to the graduate degree program leads to enrollment. In 2004, our Department had four doctoral-level assistantships and 12 master’s level assistantships. Today, we have increased the number of doctoral-level assistantships to seven while maintaining the number of master’s level assistantships.

In addition to growing the number of assistantships, we have been able to secure a university-funded, doctoral-level fellowship in each of the past two academic years. In deciding which applying student is awarded an assistantship, Dr. Doerfert presents a list to the faculty of all applying students who are seeking an assistantship with the Department. All of the application materials provided by the student are shared with the faculty so that each student is treated equally during the evaluation process.

The number of graduate assistantship positions at both the masters and doctoral level has increased over the past six years. During the six years that comprised the 2004 report, the department had an average of 3.0 doctoral-level positions and 13.5 masters-level positions. In the most recent six-year period (Figure 4.13), the department has been able to increase the number of doctoral-level positions to an average of 5.3 positions/year (76.7% increase) with the majority of the increase occurring in the past three years. While this has negatively impacted
the number of masters-level positions, the Department has realized an increase of ten positions since the beginning of this review period.

Figure 4.13: Number of Graduate Assistantship Positions by Degree Level - Fall Data
G. Initial Position and Place of Employment of Graduates Over the Past Six Years

Efforts are made by the faculty to share all position announcements with our graduate students as well as our upper-level undergraduate students and alumni. These efforts include in-class announcements, a job announcement posting board, departmental listservs, and individual and group emails. While we have remained informed of most initial positions, we are lacking on a few of our graduates.

*Table 4.10*

*Initial Position and Place of Employment of Graduates*

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<td>Family farm</td>
<td>Missouri</td>
</tr>
<tr>
<td>Patrick Pauley</td>
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<td>Imperial Valley Community College</td>
<td>Imperial, CA</td>
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<tr>
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<tr>
<td>Lacey Quebe</td>
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<td>Lubbock Apartment Association</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Monty Rowden</td>
<td>Operations Technician</td>
<td>Monsanto Agricultural Chemicals</td>
<td>Big Springs, TX</td>
</tr>
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<td>Shirley Sears</td>
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<td>Texas AgriLife Extension</td>
<td>Morton, TX</td>
</tr>
<tr>
<td>Mandy Seaton</td>
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<td>Texas AgriLife Extension</td>
<td>Littlefield, TX</td>
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<td>Scott Tutle</td>
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<td>Monsanto</td>
<td>Lubbock, TX</td>
</tr>
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<td>Lindsay West</td>
<td>Director of External Affairs</td>
<td>National Sorghum Producers</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Carol Woodward</td>
<td>Ranching with family</td>
<td>Self-employed</td>
<td>Alpine, TX</td>
</tr>
<tr>
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<td>Initial Employer</td>
<td>Location</td>
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<tr>
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<td>-----------------------------------------</td>
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</tr>
<tr>
<td>Matt Albritton</td>
<td>Rodeo Cowboy</td>
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<td>Huntsville, AL</td>
</tr>
<tr>
<td>Aaron Bednarz</td>
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<td>Wellman-Union ISD</td>
<td>Wellman, TX</td>
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<td>Todd Beyers</td>
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<td>Karin Fritz</td>
<td>Recruitment Officer</td>
<td>TTHSC</td>
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</tr>
<tr>
<td>Courtney Gibson</td>
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<td>Harmony School of Innovation</td>
<td>Houston, TX</td>
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<td>Jurahee Jones</td>
<td>Agriscience Instructor</td>
<td>Sweetwater ISD</td>
<td>Sweetwater, TX</td>
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<td>Jeanea Lambeth</td>
<td>Engineering Department Head</td>
<td>Betty H. Fairfax High School</td>
<td>Laveen, AZ</td>
</tr>
<tr>
<td>Laura Lemons</td>
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<td>Abilene ISD</td>
<td>Abilene, TX</td>
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<td>Jill Lewis</td>
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<td>Snook ISD</td>
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<td>Stephen Lewis</td>
<td>District Extension Director</td>
<td>Nevada Cooperative Extension</td>
<td>Reno, NV</td>
</tr>
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<td>Rickey McKay</td>
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<td>Plainview ISD</td>
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<td>Erin McLaughlin</td>
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<td>Rene Miller</td>
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<td>TTU</td>
<td>Lubbock, TX</td>
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<td>Alyx Oshel</td>
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<td>Kyle Pate</td>
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<td>Ricky Pendell</td>
<td>Agriscience Instructor</td>
<td>El Paso ISD</td>
<td>El Paso, TX</td>
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<tr>
<td>Mary Willeford</td>
<td>Recruitment Officer</td>
<td>TTU Admission</td>
<td>Houston, TX</td>
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<tr>
<td>Kevin Williams</td>
<td>Instructor</td>
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<td>Goodwell, OK</td>
</tr>
<tr>
<td>Samantha Yates</td>
<td>Web Designer</td>
<td>AAEC, TTU</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Name</td>
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<td>Location</td>
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<td>L. J. Ashorn</td>
<td>Doctoral Student</td>
<td>West Texas A&amp;M U.</td>
<td>Canyon, TX</td>
</tr>
<tr>
<td>Kelly Ayers</td>
<td>Executive Director</td>
<td>Caprock Plains Wind Energy Association</td>
<td>Floydada, TX</td>
</tr>
<tr>
<td>Porsha Bryant</td>
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<td></td>
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</tr>
<tr>
<td>Nathan Carr</td>
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<td>Texas AgriLife Extension</td>
<td>Silverton, TX</td>
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<td>Jeffrey Caswell</td>
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<td>West Texas College</td>
<td>Snyder, TX</td>
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<td>Justin Gilliam</td>
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<td>Texas AgriLife Extension</td>
<td>Quanah, TX</td>
</tr>
<tr>
<td>Steelee Hogue</td>
<td>Communications Director</td>
<td>Texas Wheat Growers Association</td>
<td>Amarillo, TX</td>
</tr>
<tr>
<td>Erica Irlbeck</td>
<td>Assistant Professor</td>
<td>TTU</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Katie Leigh</td>
<td>Recruitment Officer</td>
<td>Plant &amp; Soil Science Dept., TTU</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Darin Martinez</td>
<td>Agriscience Instructor</td>
<td>New Deal ISD</td>
<td>New Deal, TX</td>
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<tr>
<td>Morgan Newsom</td>
<td>Producer Relations Coordinator</td>
<td>Texas Grain Sorghum Producers</td>
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<tr>
<td>Sandra Priest</td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rudolph Ritz</td>
<td>Assistant Professor</td>
<td>TTU</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Quisto Settle</td>
<td>Doctoral Student</td>
<td>University of FL</td>
<td>Gainesville, FL</td>
</tr>
<tr>
<td>CassiDe Street</td>
<td>Campaign Manager</td>
<td>Rep. Joe Heflin Re-election Campaign</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Crystal Clayton Whitefield</td>
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<td></td>
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</tr>
<tr>
<td>Jarrett Wilkinson</td>
<td>Marketing &amp; Public Information Officer</td>
<td>City of Windcrest</td>
<td>Windcrest, TX</td>
</tr>
<tr>
<td>Claire Williams</td>
<td>Farm Loan Officer</td>
<td>USDA Farm Service Agency</td>
<td>Alice, TX</td>
</tr>
<tr>
<td>Cade Wilson</td>
<td>Instructor</td>
<td>South Plains College</td>
<td>Levelland, TX</td>
</tr>
<tr>
<td>Landi Woolley</td>
<td>Communications Manager</td>
<td>American Quarter Horse Association</td>
<td>Amarillo, TX</td>
</tr>
<tr>
<td>Ruthmarie Page-Sutter</td>
<td>Veterinarian Assistant</td>
<td>Key Veterinarian Clinic</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Name</td>
<td>Initial Position</td>
<td>Initial Employer</td>
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<tr>
<td>-------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------</td>
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</tr>
<tr>
<td>Katie Allen</td>
<td>Senior Editor, Academic Communications</td>
<td>TTU</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Wayne Atchley</td>
<td>Director of Institutional Research</td>
<td>Tarleton State University</td>
<td>Stephenville, TX</td>
</tr>
<tr>
<td>Joe Barbour</td>
<td>Agriscience Instructor</td>
<td>Florence ISD</td>
<td>Florence, TX</td>
</tr>
<tr>
<td>Stayton Bonner</td>
<td>Correspondent</td>
<td>GQ Magazine</td>
<td>New York, NY</td>
</tr>
<tr>
<td>Robert Bow</td>
<td>Agriscience Instructor</td>
<td>Happy ISD</td>
<td>Happy, TX</td>
</tr>
<tr>
<td>Amber Boyles</td>
<td>Extension Agent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angela Burkham</td>
<td>Asst Professor and Extension 4-H and Youth Dev Specialist</td>
<td>Texas AgriLife Extension</td>
<td>Amarillo, TX</td>
</tr>
<tr>
<td>Nina Crutchfield</td>
<td>Local Program Success Specialist</td>
<td>National FFA Organization</td>
<td>Indianapolis, IN</td>
</tr>
<tr>
<td>Missi Currier</td>
<td>Legislative Assistant</td>
<td>Hance Scarborough, LLP</td>
<td>Austin, TX</td>
</tr>
<tr>
<td>Kori Dunn</td>
<td>Marketing Coordinator</td>
<td>Shannon Medical Center</td>
<td>San Angelo, TX</td>
</tr>
<tr>
<td>Brandon Hatter</td>
<td>Agriscience Instructor</td>
<td>Ignacio High School</td>
<td>Ignacio</td>
</tr>
<tr>
<td>Heather Jones</td>
<td>Teacher</td>
<td>Abilene ISD</td>
<td>Abilene, TX</td>
</tr>
<tr>
<td>Tom Kingery</td>
<td>Teacher</td>
<td></td>
<td>Indiana</td>
</tr>
<tr>
<td>Joshua Limmer</td>
<td>Agriscience Instructor</td>
<td>Tivy High School</td>
<td>Center Point, TX</td>
</tr>
<tr>
<td>Allen Malone</td>
<td>Extension Agent</td>
<td>Texas AgriLife Extension</td>
<td>Rosenberg, TX</td>
</tr>
<tr>
<td>Angie Martin</td>
<td>Executive Assistant</td>
<td>Texas Corn Producers Board</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Rick Maxwell</td>
<td>Extension Agent</td>
<td>Texas AgriLife Extension</td>
<td>McKinney, TX</td>
</tr>
<tr>
<td>Abby McCulloch</td>
<td>Teacher Certification Program</td>
<td>TTU</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Megan Mitchell</td>
<td>Production Coordinator</td>
<td>CEV Multimedia</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Brenna Baumann</td>
<td>Integrated Marketing Assistant</td>
<td>Dairy MAX</td>
<td>Borger, TX</td>
</tr>
<tr>
<td>Jessica Nebhut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rachel Oates</td>
<td>Riding Instructor</td>
<td>Self-employed</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Brian Patterson</td>
<td>High School Principal</td>
<td></td>
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<tr>
<td>Name</td>
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<td>------------------</td>
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<td>---------------------------</td>
</tr>
<tr>
<td>Tobin Redwine</td>
<td>College Recruiter</td>
<td>Texas A&amp;M University</td>
<td>College Station, TX</td>
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<tr>
<td>Owen Roberts</td>
<td>Faculty</td>
<td>University of Quelph</td>
<td>Quelph, Ontario, Canada</td>
</tr>
<tr>
<td>Layne Sheets</td>
<td>Agriscience Instructor</td>
<td>Slayton, ISD</td>
<td>Salyton, TX</td>
</tr>
<tr>
<td>Alyx Shultz</td>
<td>Assistant Professor</td>
<td>Murray State University</td>
<td>Murray, KY</td>
</tr>
<tr>
<td>Catherine Tiller</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amanda Wall</td>
<td>Agriscience Instructor</td>
<td>Wall ISD</td>
<td>Wall, TX</td>
</tr>
</tbody>
</table>
H. Type of Financial Support Available for Graduate Students

Over the years, the Department has made great strides in creating scholarships and establishing endowments that serve as sources of financial support for graduate students. These funds are used to assist out-of-state students with non-resident fees as well as provide travel scholarships to research and professional development conferences.

Table 4.11
Departmental Scholarships and Eligibility for 2010-11

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Eligibility</th>
<th>Amount Available 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob L Herd Foundation End Scholarship</td>
<td>Graduates majoring in AGED or ACOM</td>
<td>$450.00</td>
</tr>
<tr>
<td>AGED Graduate Tuition Scholarship</td>
<td>Graduates majoring in AGED or ACOM</td>
<td>$24,000.00</td>
</tr>
<tr>
<td>Lewis Eggenberger Ag Ed &amp; Comm Endowed Scholarship</td>
<td>Graduates majoring in AGED or ACOM</td>
<td>$900.00</td>
</tr>
<tr>
<td>S. L. and Mildred Garrison Graduate Student Scholarship</td>
<td>Graduates majoring in AGED or ACOM</td>
<td>$3,300.00</td>
</tr>
<tr>
<td>Jason Cantrell Fellowship Fund</td>
<td>Graduates majoring in ACOM</td>
<td>$1,000.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$29,650.00</strong></td>
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Table 4.12
Departmental Endowments and Available Dollars for Use in 2010-11

<table>
<thead>
<tr>
<th>Endowment</th>
<th>Beginning Value</th>
<th>Current Value</th>
<th>2010-2011 Available Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirley and Mildred Garrison Professorship in Rural Youth Development Endowment</td>
<td>$500,000.00</td>
<td>$670,386.29</td>
<td>$34,682.08</td>
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<tr>
<td>Center for Agricultural Technology Transfer Endowment</td>
<td>$100,000.00</td>
<td>$512,492.52</td>
<td>$42,524.69</td>
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<tr>
<td>Frank Brownfield Endowment</td>
<td>$5,000.00</td>
<td>$8,236.13</td>
<td>$2,809.94</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$605,000.00</strong></td>
<td><strong>$1,191,114.94</strong></td>
<td><strong>$80,016.71</strong></td>
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</table>
I. Number of Students Who Have Received National and University Fellowships, Scholarships and Other Awards

Over the years, the Department has continued its search for national and university fellowships that may help recruit and support our graduate students. Table 4.13 illustrates our success over the past six years.

Table 4.13

<table>
<thead>
<tr>
<th>Award</th>
<th>2004/05 Amount</th>
<th>Number</th>
<th>2005/06 Amount</th>
<th>Number</th>
<th>2006/07 Amount</th>
<th>Number</th>
<th>2007/08 Amount</th>
<th>Number</th>
<th>2008/09 Amount</th>
<th>Number</th>
<th>2009/10 Amount</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>AT&amp;T Chancellors</td>
<td>$3,000</td>
<td>1</td>
<td>$3,000</td>
<td>1</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$4,000</td>
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<td>Helen Devitt Jones Part Time</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
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<td>2</td>
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<td>0</td>
<td>$1,300</td>
<td>2</td>
<td>$800</td>
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<tr>
<td>Hazlewood</td>
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<td>0</td>
<td>$0</td>
<td>0</td>
<td>$1,500</td>
<td>1</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$3,000</td>
<td>1</td>
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<tr>
<td>Junction</td>
<td>$0</td>
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<td>$0</td>
<td>0</td>
<td>$0</td>
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<td>$0</td>
<td>0</td>
<td>$1,000</td>
<td>2</td>
<td>$0</td>
<td>0</td>
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<tr>
<td>Preston &amp; Ima Smith</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$1,000</td>
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<td>$0</td>
<td>0</td>
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<tr>
<td>TTU Graduate School Doctoral Fellowship</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>$24,000</td>
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<tr>
<td>Dept. Research Scholarships</td>
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<td>$0</td>
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<tr>
<td>TOTAL</td>
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<td>$3,000</td>
<td>1</td>
<td>$5,800</td>
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<td>$3,300</td>
<td>5</td>
<td>$31,800</td>
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</table>
J. Percentage of Full Time Master and Doctoral Students Who Received Financial Support.

The Department’s current level of doctoral assistantship support is $2,000/month or $24,000/year. In comparing this figure with the other nine peer departments ranked in the top ten nationally (Table 4.14), Texas Tech ranks at the top in terms of doctoral student support. When the absence of state income tax in Texas is considered, the difference between Texas Tech’s support and the majority of the other institutions is increased.
Table 4.14

*Comparison of Doctoral-level Assistant Support Offered by the University’s Recently Ranked National*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Doctoral Assistantship Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Florida</td>
<td>$18,000/year</td>
</tr>
<tr>
<td>2</td>
<td>Texas A&amp;M University</td>
<td>$17,000 - $22,920/year</td>
</tr>
<tr>
<td>3</td>
<td>The Ohio State University</td>
<td>$18,900/year</td>
</tr>
<tr>
<td>4</td>
<td>University of Missouri</td>
<td>$18,400/year</td>
</tr>
<tr>
<td>5</td>
<td>Iowa State University</td>
<td>$16,200/year</td>
</tr>
<tr>
<td>6</td>
<td>Oklahoma State University</td>
<td>$19,800 - $24,000/year</td>
</tr>
<tr>
<td>7</td>
<td>North Carolina State University</td>
<td>$20,000/year</td>
</tr>
<tr>
<td>8</td>
<td>Pennsylvania State University</td>
<td>$19,503/year</td>
</tr>
<tr>
<td>9</td>
<td>Texas Tech University</td>
<td>$24,000/year</td>
</tr>
<tr>
<td>10</td>
<td>University of Arizona</td>
<td><em>Does not have a doctoral program</em></td>
</tr>
</tbody>
</table>

*NOTES:*

Support data was collected via telephone or email conversations with either the department chair or graduate studies coordinator at the respective departments.
K. Graduate Student Publications and Creative Activities

It is the belief of the Department’s faculty that having graduate students involved in the profession through research and other scholarly activities is a positive experiential experience that allows the students to apply the lessons learned through their program’s research core. Table 4.14 shows the success our graduate students have had over the past six years. Within this list are also award-winning journal articles, research conference manuscripts, and poster presentations.

Table 4.15

Graduate Student Publications and Creative Activities

<table>
<thead>
<tr>
<th>Year</th>
<th>Masters Refereed</th>
<th>Masters Non-Refereed</th>
<th>Doctoral Refereed</th>
<th>Doctoral Non-Refereed</th>
<th>Poster presentations Masters</th>
<th>Poster presentations Doctoral</th>
<th>Other activities Masters</th>
<th>Other activities Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>17</td>
<td>0</td>
<td>16</td>
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<td>8</td>
<td>8</td>
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<td>1</td>
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<tr>
<td>2008/09</td>
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<tr>
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<td>11</td>
<td>7</td>
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<td>0</td>
<td>36</td>
<td>0</td>
<td>10</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>2005/06</td>
<td>9</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>0</td>
<td>21</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
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</tr>
</tbody>
</table>

Graduate Student Research & Creative Activities Awards by Year

2004/05
- Jessica Bieber received 5th place - Short Feature and 1st place Research-Related Article at the National ACT Conference
- Todd Brashears, Outstanding Graduate Student, Gamma Sigma Delta
- Susie Bullock, First Runner-Up Poster Presentation at NAERC and WAERC
- Chad Davis won the ACE Outstanding Doctoral Dissertation Award
- Chad Davis received ACE Outstanding Graduate Student Paper Award
- Kyle McGregor, Outstanding Research Paper at WAERC and NAERC.
- Mary Jane Short received 4th place - News Story at the National ACT Conference
- Leslie Simon, First Place Outstanding Thesis, ACE
- Ashlee Vinyard, ACE Outstanding Graduate Student Research Proposal
- Katrina Waters won 4th place - Short Feature at the National ACT Conference
2005/06
• Todd Brashears won the AAAE Outstanding Dissertation Award
• Meredith Campbell and Drs. Chad Davis, Cindy Akers, David Doerfert, and Steve Fraze co-authored the second place outstanding paper at the 2006 ACE conference.

2006/07
• Shelby Axtell had an article published in the Angus Journal place second in the Livestock Publication Congress’ Media Summit in Milwaukee. Also, a photograph that she took associated with the Ogallala Aquifer placed 3rd in the “Best of the Bunch” contest at the Media Summit
• Matt Norton, Pamela Miller, and Dr. David Doerfert won the second place poster award in the innovative ideas category at the AAAE Southern Region meeting
• Moriah Jennings, John Rayfield, Janice Boyce, and Drs. Scott Burris, Todd Brashears, and Mindy Brashears won the second place poster award in the research category at the AAAE Southern Region meeting
• Megan Couts, Sarah Chudalla, and Melinda Findley as well as Dr. David Doerfert received the second place poster award at the AAAE Western Region Meeting
• John Rayfield and Kevin Williams as well as Drs. Steve Fraze and Scott Burris received the third place poster award at the AAAE Western Region Meeting
• Jessica Hein and Drs. Cindy Akers, David Doerfert, and Chad Davis co-authored the second place outstanding paper at the ACE conference.
• Moriah Jennings’ research proposal garnered the Outstanding Graduate Student Research Proposal Award at the ACE Conference

2007/08
• John Rayfield (Ed.D., 2006) and Kirsten Compton (M.S., Texas Tech, 2005) as well as Drs. David Doerfert, Steve Fraze and Cindy Akers received the Honorable Mention Award for Outstanding Research Presentation at the 2007 Association for Career and Technical Research Conference (ACTER)
• Jeanea Lambeth (joint Ed.D. student, Texas Tech/ Texas A&M) received Third Place, Outstanding Professional Development Presentation at the 2007 Association for Career and Technical Research Conference (ACTER)
• Brad Davis (Ed.D. TTU/TAMU) along with Drs. Steve Fraze, Cindy Akers, and Norm Hopper from Texas Tech, Dr. Karen Ballard, University of Arkansas, and Drs. Andy Vestal and Barry Boyd, Texas A&M received the Outstanding Journal Award from the Journal of Southern Agricultural Education Research.
• Melinda Findley receives ACE Outstanding Dissertation Award.
• Karen Fritz along with Drs. Todd Brashears, Cindy Akers, and Scott Burris receive the first place manuscript award at the AAAE Western region meeting.
• Morgan Newsom and Jessica Carr (M.S., Texas Tech, 2007) along with Drs. David Doerfert, Scott Burris, and Matt Baker received first place awards at the AAAE Western Region and AAAE National meetings for their research poster.

2008/09
• John Rayfield (Ed.D., 2006) and Kirsten Compton (M.S., Texas Tech, 2005) as well as Drs. David Doerfert, Steve Fraze and Cindy Akers received recognition from the Journal of Agricultural Education as 3rd place Authors of the Year winners.
• Todd Brashears, in 2008, had the Outstanding Research Paper, Western Region Agricultural Education Research Conference and the First Runner-Up, Outstanding Research Paper at the National Agriculture Education Research Conference.
• Dr. Scott Burris had the Outstanding Poster Presentation at both the 2008 Western Region AAAE Research Conference and the National AAAE Research Conference.

2009/10
• Courtney Meyers had both the Second and Third place research papers at the Association for Communications Excellence Research Conference.
• Scott Burris and Dr. Todd Brashears had the Second Runner Outstanding Research Poster at the AAAE Western Region Research Conference

L. Programs for Mentoring and Professional Preparation of Graduate Students

The Department does not have a formal program for the mentoring and professional preparation of graduate students. Rather, this is more closely defined as a Departmental belief that each individual faculty member operationalizes in his or her own unique way. We have found that the quality of our graduate-level academic advising has a positive impact on our recruitment students. Each faculty member is committed to mentoring their masters and doctoral students from the start of their career to well-beyond graduation. This dedication to advising quality is found in the positive reputation that our Department has for advising and the awards we have been given.

While word-of-mouth communications is difficult to document, we have received several comments from prospective graduate students, including those from underrepresented student populations, that their interactions with current students about our department and faculty advising had a positive impact on their decision to apply. Perhaps the strongest recruitment message comes from our current students as they share with prospective students that the Department’s faculty, staff and students are open to underrepresented students, that these students are treated without a hint of discrimination, and that they successfully complete degree programs, and find good opportunities for employment upon graduation.

Another indicator of our academic advising quality is found through the graduate student thesis and dissertation research awards from related professional organizations. In the last six years, our Ed.D. doctoral students have earned three national outstanding dissertation awards and have co-authored with their advisor several outstanding research journal awards as well as national and regional research presentation and poster awards. Through these and recognitions that our master’s level students have also received for their research, our Department has increased its national reputation for high quality graduate student research – a reflection of the quality of advising our graduate students are receiving.

In the proposed Ph.D. plan, the Department has taken steps to formalize this process through the requirement of an experience plan that is developed by the doctoral student with their graduate committee (Appendix L). In this experience plan, each student is to determine a minimum of ten experiences that will be completed with their degree program as well as the anticipated timeline and expected outcomes for each experience.

Agricultural Education and Communications
M. Department Efforts to Retain Students and Graduation Rates.

While the Department has not collected data to document this area, we know that we have been more successful in retaining our full-time resident graduate students than we have been in retaining our part-time graduate students, especially those completing their degree programs at a distance. In our joint degree program, four students (two from cohort two and two from cohort three) have left this distance-delivered program to complete their doctoral degree as a full-time resident student on another university campus. At the master’s level, the most common reason for leaving the program is that the responsibilities of either their personal life or professional career had increased and that completing their master’s degree was no longer a priority.

N. Percentage of Full-Time Master and Doctoral Students per Semester

The percentage of full-time masters and doctoral students per semester is influenced greatly by admission into the distance-delivered degree programs. At the master’s level, we have seen an increased interest in our distanced-delivered master’s of Agricultural Education degree. As such, the percentage of resident students has been trending downward.

The doctoral program pattern is more challenging to discern. Academic year 2007 saw the admission of cohort three into the joint degree program and thus a decline in the percentage of full-time students. This pattern did not reappear in 2009/10 for two reasons. First, the cohort four size was limited to a maximum of 12 thus lessening the impact that cohort admission had been having on this pattern. The second reason is the Department increased its efforts to recruit doctoral students resulting in an increase in resident doctoral student admissions which offset the admission of the new joint degree cohort.
O. Additional Plans for the Recruitment of Graduate Students from Underrepresented Populations

In the development of our proposed Ph.D. degree, the Department brainstormed ideas to supplement and enhance our current recruitment efforts of graduate students including those from underrepresented populations. The following are the efforts being developed by the Department.

**Recruitment Visits and Exhibits**

In the past four years, the Department has increased it recruitment of underrepresented student populations efforts beyond those related to the two previously discussed feeder degree programs. These efforts include annual recruitment trips to the National FFA Convention (where more than 3,000 high school agriculture teachers and 46,000 high school students attend) and the Agricultural Media Summit (more than 700 media professionals in attendance). Plans are being made to increase our ability to interact with prospective students from underrepresented populations in each of these gatherings including potential workshops that would increase participant awareness of graduate education opportunities including the doctoral level.

We have also planned to improve our relationship with the staff that recruit for Texas Tech University in urban centers around the State of Texas (Houston, Dallas, San Antonio) in order to increase communications about the opportunities for undergraduate and graduate study in the Department. These urban centers represent locations where larger proportions of

*Agricultural Education and Communications*
underrepresented students are engaged in agriculture/science related work or education activities.

**On-campus Programs**

Working closely with the College of Agricultural Sciences and Natural Resources (CASNR) to increase enrollment of underrepresented students, the Department assists CASNR to actively showcase its programs through activities with Raiders Rojos and with schools identified as having a high percentage of Hispanic and African American students. Raiders Rojos seeks to promote the retention and graduation attainment of Hispanic students within the Texas Tech University System by providing a strong support system that includes scholarship, mentoring and networking opportunities. By increasing our involvement with this event, we believe that it will have a positive future impact on our ability to recruit from the Hispanic/Latino population.

**Expand Feeder Program Cultivation to the Undergraduate Level**

Undergraduates may readily see the sacrifices involved in earning a doctorate, such as the many years of hard study or the loss of workplace earnings during to continued enrollment as a student. However, they are unlikely to appreciate the full set of potential benefits of staying in school to complete a doctorate degree. Plans are being finalized to better communicate the message to undergraduate and underrepresented students about the various advantages of undertaking doctoral study. These plans include sharing these messages through student advising, clubs, student orientations, departmental brochures, and courses required for the Department’s undergraduate majors. We will also provide similar messages on recruiting trips and in exhibits at meetings.

**Create and Expand Current Partnerships with Undergraduate Hispanic Serving, HBCU and Native American Institutions and Organizations**

In addition, the Department faculty seeks to identify and interact with outstanding master’s-level students at peer institutions as they attend various professional meetings with their respective department. Because of the positive relationships that have been developed in the past years, we have been able to successfully recruit of masters and doctoral students from inside and outside of Texas.

Building from this previous success, we will seek to establish collaborative programs between our Department and additional undergraduate institutions—especially those with large underrepresented populations—that would bring the research faculty into contact with both the faculty and students at the undergraduate institution. This will begin with the 1890 (HBCU) and 1994 (historically Native American) land grant institutions as well as the Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) student organization. Formed in 1986, MANRRS seeks to create student-professional partnerships so that students will have better access to government, business, and academic professions through networking with and mentoring from professionals in the field. Additional partnerships with minority-serving organizations will be explored as the potential for success is identified.
**Expand Current Communication of Assistantship Openings**

Currently, the faculty communicates doctoral assistantship opening internally and with peer departments within the region. Plans are underway to communicate these openings nationally and internationally on related professional organization web sites and listservs. Initial organizations that will be targeted due to their relevance to the proposed doctoral degree program are the American Association for Agricultural Educators (AAAE), the National Association of Agricultural Educators (NAAE), the Association for Communication Excellence (ACE), and the Association of Leadership Educators (ALE). Announcement of assistantship openings will also be sent to the 1890 and 1994 minority-serving colleges and universities as well as the MANRRS with a request to share this information with their students.

**Cultivate Undergraduates for a Research Career**

Many underrepresented students have a limited chance to learn about research. This isolation diminishes their chances to learn, in informal ways from faculty and other students, about the joys of research, the nature of a research career, and the means to achieve it. One plan we have to increase exposure of conducting research to undergraduate students is to share in classes and at undergraduate student organizational meetings a list of the thesis and dissertation research presentations being conducted in the Department during each semester.

Additional plans are being formed to provide underrepresented undergraduate students firsthand experience in research. Such efforts have been conducted in the past with Honors students but little has been done to target minority students with this educational opportunity. Efforts are underway in expanding this opportunity to include more than just Honors students.

P. Summary of the Graduate Student Self-Study

In reviewing the graduate student portion of our program, several *Strengths* have been identified beginning with the growth that occurred in nearly all student-specific aspects of the graduate programs. Compared to the previous six years, the total number of graduate applicants is up 71.43% and the total students admitted is up 60.42%. Applications and admitted students for the Master’s of Agricultural Communications degree program exceeded projected numbers.

The increased numbers has been a positive – provides more opportunity for peer interaction and support including growth in the graduate student organization. The national reputation and the new programs led to increases in diversity of student population in gender and geography. In terms of gender, the gender composition of applicants and admitted students shifted from a male dominated composition (57.14% of applicants were male; 56.25% admitted were male) of the previous evaluation period to one that is now dominated by females (55.70% of applicants were female; 57.69% admitted were female).

The financial assistance-related aspects of the program have also grown. The number of graduate assistant positions at both the masters and doctoral levels has increased by over 40% during the period. The number of fellowships secured has increase from four during the previous evaluation period to 14 during the past six years. The doctoral-level assistantship stipend is higher than other departments ranked in the top ten nationally.

*Agricultural Education and Communications*
The Department’s graduate students have received a number of regional and national awards during this evaluation period including outstanding research proposals, theses, dissertations, research presentations, and posters.

_Weaknesses_ were also identified in the self-study. Graduate students are now located in four offices on two floors. As such, students’ interaction with every graduate assistant on a daily basis has actually decreased. The Department has not made a significant impact in ethnic diversity of students or beyond the U.S. border. While plans have recently been completed, they have not yet been implemented.

The Department has had limited success in placing doctoral graduates in positions at Tier 1 institutions. Data collected during the development of the proposed Ph.D. degree revealed that the Ed.D. is no longer viewed as a comparable degree program creating a potential barrier to our graduate. For this and other reasons, the Ph.D. degree program was developed and is awaiting final State approval.

While numbers of students have increased, the self-study also illustrated _Opportunities_ available to the Department. New technologies and partnership such as the Great Plains IDEA program are opening avenues for the expansion of distance delivery efforts that may increase access to more and/or higher quality graduate students. In addition to the currently planned efforts to enhance recruitment from underrepresented populations, discussion for additional recruitment products and activities are continuing.

An opportunity that is also a Threat is that the student has more interest in our graduate degree programs than we can handle. On one side of the coin, this increased interest allows us to select the most promising students. The threat emerges from the increasing practice of turning students away. Will this practice deter some of the potentially best students from considering our program and Texas Tech?
V. Department

A. Department Operating Expenses

As Figure 5.1 and Table 5.1 illustrate, the Department’s operating expenses have declined over the past six years. Though not provided by Institutional Research and Information Management, the current amount of $61,947 is only 43.03% of the operating expenses of the 2004/05 academic year. When compared to faculty and staff salaries, the percentage has declined to 6.72% of the annual Departmental budget.

Table 5.1

Department Operating Costs as a Fraction of Employees

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<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Dept. Operating Cost</td>
<td>$143,946</td>
<td>$121,025</td>
<td>$102,555</td>
<td>$100,654</td>
<td>$61,947</td>
<td>$61,947</td>
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<td>Faculty &amp; Staff Salaries</td>
<td>$675,878</td>
<td>$677,017</td>
<td>$669,544</td>
<td>$768,881</td>
<td>$867,963</td>
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</tr>
<tr>
<td>Dept Op Cost/FS</td>
<td>16.97%</td>
<td>14.34%</td>
<td>14.21%</td>
<td>7.66%</td>
<td>6.72%</td>
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</tr>
</tbody>
</table>

*a* Data was not provided by Graduate School so Departmental data was used.
B. Summary of Proposals (submitted)

Like many departments at Texas Tech University, we have been active in pursuing external funding that supports our teaching and research scholarship efforts but has also brought additional graduate assistantship positions to the Department.

In the past six years, the Department faculty has submitted 54 proposals for funding consideration with 36 proposals (66.67%) being multi-disciplinary and/or multi-institutional proposals at the federal level. This is shift from the previous evaluation report where the majority of the proposals written were to State funding agencies. Of the 36 multi-disciplinary and/or multi-institutional proposals, 14 (38.89%) were successfully funded. The Department realized a higher success rate with proposals that were written by internal CO-PI’s as a 52.63% (10 funded of 19 written) success rate.

Figure 5.2 illustrates the negative impact the departure of faculty (Baker, Davis, & Smith) had on our Department during the past six years. However, the figure also illustrates how our Department has returned to previous authorship and success levels.

Table 5.2

<table>
<thead>
<tr>
<th></th>
<th>Foundation</th>
<th>State</th>
<th>Federal</th>
<th>Others</th>
<th>Successfully Funded</th>
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<tr>
<td></td>
<td>D  M</td>
<td>D  M</td>
<td>D  M</td>
<td>D  M</td>
<td>D  M</td>
</tr>
<tr>
<td>2009</td>
<td>1  0</td>
<td>1  0</td>
<td>1  10</td>
<td>0  0</td>
<td>2  5</td>
</tr>
<tr>
<td>2008</td>
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<td>1  1</td>
<td>0  8</td>
<td>0  0</td>
<td>0  3</td>
</tr>
<tr>
<td>2007</td>
<td>0  0</td>
<td>0  0</td>
<td>0  5</td>
<td>0  0</td>
<td>0  1</td>
</tr>
<tr>
<td>2006</td>
<td>0  0</td>
<td>1  0</td>
<td>1  1</td>
<td>0  0</td>
<td>2  1</td>
</tr>
<tr>
<td>2005</td>
<td>0  2</td>
<td>0  3</td>
<td>6</td>
<td>0  0</td>
<td>2  1</td>
</tr>
<tr>
<td>2004</td>
<td>1  2</td>
<td>0  3</td>
<td>4</td>
<td>1  0</td>
<td>4  3</td>
</tr>
<tr>
<td>Total</td>
<td>3  1</td>
<td>7  1</td>
<td>8  34</td>
<td>1  0</td>
<td>10 14</td>
</tr>
</tbody>
</table>

D = proposals written by CO-PI’s from your department only; M = proposals written by CO-PI’s from multiple departments
C. External Research Expenditures

During the past six years, the Department has realized a decrease in the number of awards. In the previous evaluation report, the Department had 36.97 awards as compared to the 30.89 awards during this evaluation period (decrease of 24.56%). However, the total award amount has increased by 274% over previous evaluation period (from $920,277 to $3,446,985). Related to this increase is a 793.85% increase in the amount of Facilities and Administrative (F&A) brought into the University (from $35,956 to $321,394).

In comparing Texas Tech to peer departments (Table 5.4), we compared more favorably than Oklahoma State University but remained behind Texas A&M University. Using the data provided for the first five years of this evaluation period (2004/05 to 2008/09), the Department secured $2,746,400 in external funding compared to $2,186,212 for Oklahoma State University and $8,393,279 for Texas A&M University. In comparing these numbers with the number of tenure or tenure track faculty members in each department during that time period, we averaged $343,300/FTE for the five year period. This again compares favorably with Oklahoma State University who averaged $242,912/FTE but behind Texas A&M University who averaged $586,299/FTE for the same five-year time period.
Table 5.3
Summary of Faculty Awards by Home Department

<table>
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<tr>
<th>Year</th>
<th>Number of Awards</th>
<th>Facilities &amp; Administrative</th>
<th>Award Amount</th>
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<tbody>
<tr>
<td>2004/05</td>
<td>4.84</td>
<td>$24,516</td>
<td>$454,207</td>
</tr>
<tr>
<td>2005/06</td>
<td>5.70</td>
<td>$20,330</td>
<td>$428,222</td>
</tr>
<tr>
<td>2006/07</td>
<td>4.39</td>
<td>$57,951</td>
<td>$479,118</td>
</tr>
<tr>
<td>2007/08</td>
<td>3.93</td>
<td>$100,339</td>
<td>$784,483</td>
</tr>
<tr>
<td>2008/09</td>
<td>6.01</td>
<td>$40,888</td>
<td>$600,370</td>
</tr>
<tr>
<td>2009/10</td>
<td>6.02</td>
<td>$77,370</td>
<td>$700,585</td>
</tr>
<tr>
<td>Totals</td>
<td>30.89</td>
<td>$321,394</td>
<td>$3,446,985</td>
</tr>
</tbody>
</table>

Note: Data provided by the Office of Research Services

Figure 5.3: Research Expenditures by Year
Table 5.4

*Comparison of Research Expenditures at Peer Institutions*

<table>
<thead>
<tr>
<th>Institution</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>$420,649</td>
<td>$301,424</td>
<td>$528,712</td>
<td>$524,211</td>
<td>$411,216</td>
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<tr>
<td>University of Missouri</td>
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<tr>
<td>Texas A&amp;M University</td>
<td>$8,356,659</td>
<td>$779,159</td>
<td>$1,289,613</td>
<td>$45,000</td>
<td>$669,248</td>
<td>$6,960,825</td>
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<td>Ohio State University</td>
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</tr>
<tr>
<td>Texas Tech University</td>
<td>$454,207</td>
<td>$428,222</td>
<td>$479,118</td>
<td>$784,483</td>
<td>$600,370</td>
<td>$700,585</td>
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</table>
D. Internal Funding

Table 5.5

*Source of Internal Funds (TTU)*

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
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<tr>
<td>Research Enhancement</td>
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<td>Research Incentive</td>
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<td>Interdisciplinary Seed Grants</td>
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<td>New Faculty Start-ups</td>
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<td>$0</td>
<td>$0</td>
<td>$163,794</td>
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<td>Matching from VP of Research</td>
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<td>Special needs and opportunities</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>Research Promotion</td>
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<tr>
<td>Graduate School Travel Money *</td>
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<td>Graduate School Fellowships</td>
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<td>$12,825</td>
<td>$10,000</td>
<td>$14,000</td>
<td>$8,000</td>
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<td>HEAF</td>
<td>$63,800</td>
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<td>$28,500</td>
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<td>Total</td>
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<td>$60,157</td>
<td>$61,858</td>
<td>$70,099</td>
<td>$235,360</td>
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*Note:* Graduate School Travel Money Records do not record by department before 06/07. Also, several students who traveled in 06/07 and 07/08 cannot at this time be connected to a department.
E. Scholarships and Endowments

Besides the graduate-level scholarship described in section IV.G and Table 4.11, the following scholarships are available for the Department’s undergraduate students—a feeder source for the masters and doctoral degree programs. All endowments are listed in section IV.G and Table 4.12.

Table 5.6

*Departmental Undergraduate Scholarships and Funds Available for 2010-2011*

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Eligibility</th>
<th>Amount Available 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Education and Communications Alumni</td>
<td>Undergraduates majoring in INAG or ACOM</td>
<td>$6,910.00</td>
</tr>
<tr>
<td>Agricultural Communications Endowment</td>
<td>Undergraduates majoring in ACOM</td>
<td>$900.00</td>
</tr>
<tr>
<td>Big Ed Wilkes Agricultural Communications Endowment</td>
<td>Undergraduates majoring in ACOM</td>
<td>$550.00</td>
</tr>
<tr>
<td>Clemon Montgomery Endowed Scholarship</td>
<td>Undergraduates majoring in INAG or ACOM</td>
<td>$7,100.00</td>
</tr>
<tr>
<td>Ellis W. Earle Endowed Scholarship</td>
<td>Undergraduates majoring in INAG or ACOM</td>
<td>$7,600.00</td>
</tr>
<tr>
<td>Garrison Agricultural Education and Communications Scholarship</td>
<td>Undergraduates majoring in INAG or ACOM</td>
<td>$12,250.00</td>
</tr>
<tr>
<td>Garrison Undergrad Agricultural Education and Communications Scholarship</td>
<td>Undergraduates majoring in INAG or ACOM</td>
<td>$16,100.00</td>
</tr>
<tr>
<td>J G Watson Endowed Scholarship</td>
<td>Undergraduates majoring in INAG or ACOM</td>
<td>$600.00</td>
</tr>
<tr>
<td>Jerry Stockton Collegiate FFA Scholarship</td>
<td>Undergraduates majoring in INAG or ACOM</td>
<td>$6,350.00</td>
</tr>
<tr>
<td>L M Hargrave/T L Leach Ag Ed Endowed Scholarship</td>
<td>Undergraduates majoring in INAG or ACOM</td>
<td>$14,150.00</td>
</tr>
<tr>
<td>Marvin and Gladys Dvoracek Endowed Scholarship</td>
<td>Undergraduates majoring in INAG</td>
<td>$1,350.00</td>
</tr>
<tr>
<td>O A Cotton Fanning Memorial Endowed Scholarship</td>
<td>Undergraduates majoring in INAG or ACOM</td>
<td>$450.00</td>
</tr>
<tr>
<td>Richardson Seeds Ag Com Endowed Scholarship (established in 2010)</td>
<td>Undergraduates majoring in ACOM</td>
<td>$0.00</td>
</tr>
<tr>
<td>Rushing Family Agricultural Communications Endowment</td>
<td>Undergraduates majoring in ACOM</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Ruth &amp; L M Hargrave Scholarship</td>
<td>Undergraduates majoring in INAG or ACOM</td>
<td>$1,250.00</td>
</tr>
<tr>
<td>Waylon &amp; Ruth Carroll Endowed Scholar</td>
<td>Undergraduates majoring in INAG or ACOM</td>
<td>$1,900.00</td>
</tr>
<tr>
<td><strong>TOTAL UNDERGRADUATE FUNDING AVAILABLE</strong></td>
<td></td>
<td><strong>$79,460.00</strong></td>
</tr>
</tbody>
</table>
F. Departmental Resources for Research and Teaching

Having our own building has had a positive impact on recruitment (faculty and students) and on our efforts to create a positive, family-like culture in the Department. Our growth has challenged us to annually revaluate our space utilization in efforts to address our changing needs.

Table 5.7

*Departmental Resources for Research and Teaching*

<table>
<thead>
<tr>
<th>Type of Space</th>
<th># of Rooms</th>
<th>Total Assignable Sq. Ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty &amp; Administration</td>
<td>10</td>
<td>2,106</td>
</tr>
<tr>
<td>Clerical</td>
<td>3</td>
<td>466</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>4</td>
<td>1,424</td>
</tr>
<tr>
<td>Technician</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Emeritus</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Labs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Instruction Labs</td>
<td>3</td>
<td>5,393</td>
</tr>
<tr>
<td>Research Labs</td>
<td>1</td>
<td>376</td>
</tr>
<tr>
<td>Storage</td>
<td>5</td>
<td>1,800</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Centers &amp; Other Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Classroom</td>
<td>3</td>
<td>3,600</td>
</tr>
<tr>
<td>Lab (Instruction &amp; Research)</td>
<td>1</td>
<td>376</td>
</tr>
<tr>
<td>Total Square Feet</td>
<td></td>
<td>15,541</td>
</tr>
</tbody>
</table>
G. HEAF Expenditures

The 2009/10 academic year represents the last year of HEAF funding. This funding has made a positive difference in our Department. The funds received this evaluation time frame was a slight increase over the previous six-year period with the Department receiving $250,687 in HEAF funds (Table 5.7) as compared to $212,387 received the previous six years (18.03% increase).

Table 5.8

<table>
<thead>
<tr>
<th>HEAF Expenditures by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labs</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2009</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td>2008</td>
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<td>2007</td>
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<td>2006</td>
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<td></td>
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<tr>
<td>2005</td>
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<td></td>
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<tr>
<td>2004</td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Totals</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

H. External Program Accreditation

Other than university accreditation, the Department’s graduate program does not participate in a discipline-related accreditation.
I. Summary of the Department Self-Study

While challenging to quantify, one of the most cherished Strengths of the Department is having our own building. This resource has facilitated our efforts to create a positive family-like culture where great learning occurs and new discoveries are made. Included in this a the Center for Agricultural Technology Transfer (CATT) that has served as a valuable resource in our grant funding proposals. While our growth makes the reality of losing this resource a sometime vs. never thought, we will continue to utilize this resource to its fullest potential.

Despite administrative and faculty turnover, strides were made to increase the dollar amount of grants and contracts secured with a 274% increase over the previous evaluation period being accomplished. Increases in internal funding secured and in our scholarships and endowments have allowed the Department to remain competitive.

While these revenue sources have grown, other traditional sources have declined or will soon disappear. The decline in operating budget coupled with the loss of HEAF funds realized this year have impacted the teaching and research-related technology in the Department. Over time, this has the potential of being the largest Weakness of the Department as many courses and degree programs rely on using current technologies to prepare our students for their respective work environments.

Another weakness of the Department is that the administrative support staff is undersized and nearing retirement. In addition, our computer support technician is only part-time and will soon be graduating from Tech. With our growth in grants and contracts, the accounting and technology servicing workload has also increased. A dedicated accountant position is one of the Department’s top staffing priorities.

While doctoral student stipends compare favorably with other top-ten institutions, the masters-level stipends are perceived as inadequate based on faculty and student survey results.

In addressing the technology challenges of the Department created by growth and loss of HEAF funding, the faculty identified the use of cloud server technology as a potential Opportunity. This technology could allow growth in our computer technology-based courses (esp. agricultural communications) and was on a path to be implemented at Texas Tech beginning in Fall 2011. However, potential reductions in State funding for 2011-13 has slowed the implementation of this technology. This Threat may also mean cuts to FTE, M&O and travel.
VI. Conclusion

In the past six years, the Department has realized significant growth in the number of graduate degrees and graduate students as well as in the amount of scholarly activities, leadership and service to the profession, external research funding secured, and in financial assistance (scholarships and fellowships) to support graduate education. Along the way, the Department has created a number of efficiencies that have allowed this growth and facilitated excellence despite declines in operating funds. Without actually calculating the number, the return on investment generated by the Department increased during the past six years.

What is also evident is that the Department is operating on an edge where any faculty change has a disruptive impact on nearly every aspect of the Department. Administrative and faculty changes that occurred from 2006-08 created declines in teacher evaluations, research and scholarship productivity, and student recruitment.

Based on the results of this self-study, six recommendations are offered by the Department.

**Recommendation #1: Create a graduate student handbook**

A recommendation of the previous report, a graduate student handbook has not been created. While the developed protocols and guidelines for the program and the start-of-semester graduate assistant orientation have been positive additions, the students desire a handbook with a checklist for each degree program.

**Recommendation #2: Increase support staff by adding accountant/personnel position**

The amount, size, and complexity of the funded research projects coupled with student organization account, course fee accounts, and others has reached a level where it is consuming the majority of the time of one of the two support positions. As such, support activities towards other faculty and student needs are “pushed to the side” and addressed later—some times too late to make a difference. The Department faculty believe that a new position dedicated to accounting and personnel tasks would increase the overall effectiveness of the Department with only a small investment.

**Recommendation #3: Increase FTE by 1-2 positions**

Growth at the undergraduate and graduate student level are increasing pressures to offer courses more frequently than once a year. In addition, the Department graduate program is declining admissions to interested students due to a lack of faculty resources to instruct, advise, and mentor the additional students. Additional position to the agricultural communications area would address the rapid growth in that sub-discipline. In addition, a second faculty member in agricultural leadership would allow the Department to create a graduate degree program in that area placing it on the same level as peer institutions.

**Recommendation #4: Increase operating expense budget**

The evidence in this self-study indicates both the efficiency of the Department and the tight budget they are operating with. The data have indicated time and again how a change in
staffing has negatively impacted the program. The ROI of this Department is strong and an investment of additional resources would not be wasted.

**Recommendation #5: Continue to increase proportion of doctoral assistantship positions**

The recent increase in doctoral assistantship positions has help ease some of the teaching and research pressures on the faculty and the Department as a whole. In addition, the doctoral students have shown the ability to make a positive difference on the reputation and scholarship of the program. A change in the proportion of masters to doctoral assistantships from the 3:1 ratio to 2:1 or 1.5:1 would continue to be a positive decision for the Department.

**Recommendation #6: Implement recruitment of underrepresented population plans**

While the Department has experienced slight gains in the ethnic composition of the graduate students, the proportion that apply and are admitted are unacceptably low when compared to U.S. and Texas census data. We know that it takes a measure of commitment over a period of time for a department to realize strong, consistent, positive results in the recruitment and retention of underrepresented minority graduate students. The need for a departmental, college and institution-wide commitment to diversity must include a comprehensive plan and process. From a philosophical to a financial basis, from responding to specific needs to removing potential barriers, each aspect must form the base of all admission and recruitment efforts. The faculty have developed plans to address this situation but have not implemented these plans. Resources should be provided to help the Department in their efforts towards this worthy goal.
APPENDIX A: Strategic Plan
Agricultural Education and Communications

DEPARTMENT OF AGRICULTURAL EDUCATION AND COMMUNICATIONS

STRATEGIC PLAN (2006-2010)

MISSION STATEMENT

The Department of Agricultural Education and Communications' mission at Texas Tech University is to create, integrate, broaden, and diffuse knowledge bases in the human dimension of the agricultural sciences and natural resources. To positively affect behavioral change for the improvement of social, economic, and/or environmental conditions of all individuals touched by our agricultural and natural resource systems, we display an outward focus, and enthusiastically receive input from our key stakeholders including practitioners in agricultural communications and agricultural leadership, public school agricultural teachers, community college agricultural faculty, and extension professionals. This in turn enables us to provide premier academic programs, effective outreach, and encourages relevant scholarship.

VISION STATEMENT

The Department of Agricultural Education and Communications aspires global preeminence as being one of the top five academic units in agricultural education, agricultural communications, and agricultural leadership. The Department’s reputation will be based upon excellence in teaching, learning, discovery, application of knowledge, creative activity, and engagement regarding current and emerging aspects of agricultural sciences and natural resources.

The Department of Agricultural Education and Communications will:

- be one of the top five departments of agricultural education and communications in the world;
- educate students whom assume global leadership positions through their conceptual understanding of foundational theory, practical application, ability to grow and mature intellectually, reason soundly, think critically using imagination and ingenuity, display self-confidence, and concern and care for one's family, community and the marginalized of our society;
- involve undergraduates and graduate students in discovering and applying knowledge through research and creative activities considered by our peers and consumers as being excellent in quality, innovative in approach to theory, programmatic in nature, systematic and focused; and
- provide innovative, relevant, timely, and appropriate engagement fostering social development, environmental stewardship, and economic growth.
The Department of Agricultural Education and Communications is committed to a
culture that values:

- mutual respect, trust, and a supportive environment;
- open communication, teamwork, and partnerships;
- creativity, innovation, and pursuit of excellence;
- community service, leadership, and public accountability;
- diversity and academic and intellectual freedom;
- purposeful and collective action with defined and relevant standards to monitor progress or the
  creation of new strategic architectures; and
- centrality of purpose.

GOALS, BENCHMARKS, OBJECTIVES AND STRATEGIES

Goal 1. People First: Support an environment that encourages recruitment and
retention of an excellent and diverse faculty, staff, and student body.

Benchmarks:

- Two and one-half FTE’s in new tenure-track faculty positions. (2005 FTE: 11.69; 2010 FTE: 14)
- One new endowed professorship. (2005: 1; 2010: 2)
- Achieve 17% faculty diversity. (2005: 0 minority faculty; 2010: 2 minority faculty)
- Maintain 50% staff diversity. (2005: 50% diversity (1 minority/2 total); 2010: 50% diversity 2 minorities/4)
- Enrollment of 52 new undergraduates. (2005: 159; 2010 goal: 211)
- Enrollment of 16 additional graduate students. (2005: 49; 2010 goal: 65)
- Achieve 50% increase in student diversity. (2005: U – 7, G – 2; 2010: U – 10, G – 8)
- One National Merit Scholar. (2005: 0; 2010 goal: 1)
- $100K in new scholarship endowment support. (2005: $472K; 2010: $572K)
- One faculty fellow in a national society. (2005: 0; 2010: 1)

Objectives:

Objective 1.1: Recruit, retain, recognize, and reward outstanding, diverse faculty and
staff.

Strategies:

- Provide support and resources to recruit and retain outstanding and diverse faculty
  and staff.
- Compensate faculty and staff at salaries competitive to peer institutions.
- Increase financial resources for endowed professorships/chairs and program support.
- Facilitate and encourage faculty participation in professional development
  opportunities including international activities.
- Facilitate and encourage staff participation in Service Plus, TLTC and other
  professional development opportunities.
- Identify and recognize outstanding faculty and staff accomplishments.
Objective 1.2: Increase student numbers, diversity, and academic excellence.

Strategies:
- Strengthen recruiting efforts targeting traditional and nontraditional CASNR markets.
- Enhance recruiting efforts and collaborative programs targeting four-year colleges, community colleges, and science and advanced placement classes at selected high schools.
- Strengthen recruiting efforts to attract high-quality graduate students from selected liberal art colleges and prestigious research universities across the globe.
- Involve alumni in recruiting undergraduate and graduate students.
- Evaluate and enhance current retention activities, increasing student and faculty participation.
- Evaluate and revise, as appropriate, print and electronic materials currently being used in recruiting activities.
- Make fundraising a priority by identifying, cultivating, and soliciting donors for scholarship and fellowship gifts.

Objective 1.3: Increase faculty visibility on campus and in regional, national, and international professional organizations.

Strategies:
- Encourage faculty to participate and provide leadership activities on campus and in regional, national, and international professional organizations.
- Nominate faculty for recognition and awards.

Objective 1.4: Construct, renovate and modernize facilities.

Strategies:
- Utilize a CASNR master plan that identifies and addresses space needs for the college for classrooms, research facilities, and offices.
- Increase access and use of state-of-the-art technology in teaching, research, and engagement.
- Accommodate special needs students and stakeholders, including those with physical disabilities.

Objective 1.5: Develop and implement objective procedures to improve assessment of productivity and performance.

Strategies:
- Continue to identify key measurable factors related to faculty and staff performance, and integrate these factors into annual evaluations.
- Integrate strategic planning assessment reports and annual faculty evaluations into annual assessments.
- Enhance communication and planning through regularly scheduled faculty and staff meetings.
Goal 2. Excellence in Education: Attain national recognition in undergraduate, graduate, and professional education.

Benchmarks:
- Offer 1 new resident masters program (agricultural communications) and the M.S. in Agricultural Education at a distance.
- Convert the resident Ed.D. program to a Ph.D. program.
- Offer 8 short courses, conferences, and intersessions. (2005: 4; 2010 goal: 8)
- Offer a 150-hour degree program in Agricultural Education.
- Offer 2 honors courses. (2005: 0; 2010: 2)
- 75% undergraduates involved in internships. (2005: 50%; 2010 goal: 75%)
- 10% of students involved in international experiences. (2005: 0; 2010 goal: 22)
- 5% undergraduates involved in research. (2005: 3; 2010: 11)
- Offer 2 graduate degree programs through distance learning. (2005: 1; 2010: 2)
- Offer 8 graduate courses through distance learning. (2005: 5; 2010: 8)

Objectives:

Objective 2.1: Provide undergraduate, graduate, and professional curricula and programs that enhance disciplinary knowledge and analytical, creative thinking and leadership skills.

Strategies:
- Review and revise curricula to reflect changing needs of a global society.
- Review and update course and program outcome assessments.
- Offer new undergraduate, graduate, and professional/certificate programs to reflect changing needs of a global society.
- Offer short courses, conferences, and intersession courses for traditional and non-traditional audiences.

Objective 2.2: Increase participation in the Honors program, internships, study abroad, exchange programs, and involvement in research.

Strategies:
- Increase honors course offerings and encourage student participation.
- Pursue additional opportunities for internship/fellowship programs with private and governmental entities and encourage student participation.
- Pursue additional opportunities for study abroad and exchange programs with international institutions and encourage student participation.
- Expand research opportunities for undergraduates.
- Increase the number of graduate students supported by funded research programs.

Objective 2.3: Increase national recognition of students.

Strategies:
- Identify and mentor students with potential for national recognition.
- Increase undergraduate student research presentations at professional meetings and maintain the level of presentations by graduate students.
- Increase the number of student-authored refereed publications.
Objective 2.4: Increase educational access through distance learning.

Strategies:

- Increase funding and upgrade facilities to offer courses and degree programs at a distance.
- Provide technical assistance for distance learning.
- Maintain flexibility for rapid adoption of appropriate emerging distance delivery technologies.
- Enhance existing academic and professional programs at a distance.

Benchmarks:
- $500K in total research funding. (2005: $391K; 2010: $500K)

Objectives:

**Objective 3.1: Enhance existing research programs and develop new research initiatives.**

Strategies:
- Review research priorities and identify critical research initiatives.
- Coordinate support and target additional resources to maintain and enhance areas of research excellence.

**Objective 3.2: Promote and support multidisciplinary, interdisciplinary, and inter-institutional research.**

Strategies:
- Coordinate research teams of faculty and constituents to identify research priorities.
- Secure seed funding to promote multidisciplinary research priorities.

**Objective 3.3: Identify and build research programs that contribute to local and regional economic development and entrepreneurship.**

Strategy:
- Promote technology transfer.

**Objective 3.4: Increase federal, state, and private research funding.**

Strategies:
- Encourage every faculty member to pursue external funding.
- Provide timely information on funding opportunities to faculty.
Goal 4. Partnerships: Strengthen partnerships and alliances to enhance the quality of education, research, and engagement.

Benchmarks:

- 10 events sponsored and supported for government agencies, non-governmental organizations, industry groups, and trade associations. (2005: 5; 2010: 10)
- Establish 2 joint appointments between the department and the Texas Agricultural Experiment station. (2005: 0; 2010: 2)
- Establish 2 additional joint appointments between the department and the Texas Cooperative Extension. (2005: 1; 2010 goal: 3)
- Offer 2 courses with service learning component (2005: 0; 2010: 2)
- 225 students enrolled in at least one course with a service learning component.
- 5 activities and events of service to the community.

Objectives:

**Objective 4.1:** Strengthen partnerships and collaborations with governmental agencies, non-governmental organizations, industry groups, and trade associations.

**Strategy:**

- Sponsor and support events for governmental agencies, non-governmental organizations, industry groups, and trade associations to enhance interaction and communication.

**Objective 4.2:** Strengthen and initiate partnerships and cooperation within the Texas Tech University System and with other institutions.

**Strategies:**

- Enhance partnerships and cooperation with other units of the Texas Tech University System.
- Strengthen partnerships and collaborations with the Texas A&M University System and other appropriate institutions of higher education.
- Enhance partnerships with other universities.

**Objective 4.3:** Increase faculty, staff, and student involvement in service learning and outreach activities.

**Strategies:**

- Increase number of courses offered with a service learning component.
- Encourage faculty, staff, and students to offer or participate in activities or events of service to the at-large community.
Goal 5. Tradition and Pride: Enhance public support of the Department of Agricultural Education and Communications.

Benchmarks:
- At least 15 newscasts per year on local, regional, and national print news, radio and television media. (2005: 5; 2010: 15)
- Publication of the AGRICULTURIST on the Web.
- Continuation of annual alumni association reception, 4-H activities, and FFA activities.

Objectives:

Objective 5.1: Enhance public awareness of the department.

Strategies:
- Strengthen ties with TTU Marketing and Communications and CASNR Marketing and Communications to promote departmental personnel, programs and activities.
- Improve dissemination of information to the public through meetings, campus programs, and print/electronic media.

Objective 5.2: Inform alumni of college accomplishments and encourage them to be ambassadors for the department and CASNR.

Strategies:
- Develop closer ties with the TTU Alumni Association to promote college personnel, programs, and activities.
- Improve dissemination of information to CASNR alumni and friends through regional meetings, campus programs, and print/electronic media.
Goal 6. Center for Agricultural Technology Transfer.

Benchmarks:
- At least 15 newscasts per year on local, regional, and national print news, radio and television media and publication of the Agriculturist on the Web and paper copy. (2005: 5; 2010: 15)
- Increase the technological competence of TTU graduates, especially students in agricultural communications. (2005: 10% of CATT endowment dedicated towards technology enhancement of academic programs; 2010: 15% of CATT endowment dedicated towards technology enhancement of academic programs)
- Enhance technological competence of individuals not enrolled in TTU to enhance their technological competencies. (2005: 100 producers participate in CATT-affiliated workshops; 2010: 250 producers participate in CATT-affiliated workshops)
- Enhance university access to place-bound Texans. (2005: 10 place-bound Texans served by Doc@Distance program: 2010: 15 place-bound Texans served by Doc@Distance and 20 served by M.S.@Distance)

Objectives:

Objective 6.1: Enhance the adoption of appropriate agricultural sciences and natural resource management technologies via the mass media.

Strategies:
- Strengthen ties with TTU Marketing and Communications and CASNR Marketing and Communications to promote programs.
- Continue the Beef Baccalaureate and CottonLINK to educate reporters on common issues.

Objective 6.2: Increase the technological competence of TTU graduates, especially students in agricultural communications.

Strategies:
- Maintain state-of-the-art videoediting and desktop publishing laboratories.
- Closely interface with industry leaders in agricultural communications.
- Expand student internship opportunities to include the Star of Texas Rodeo and the Houston Livestock Show and Rodeo.

Objective 6.3: Enhance technological competence of individuals not enrolled in TTU to enhance their technological competencies.

Strategies:
- Continue workshops, farmer field schools, and field days for producers.
- Continue to offer workshops for professionals working directly with producers or youth who aspire to farm, ranch, or enter careers in natural resources management.

Objective 6.4: Enhance university access to place-bound Texans.

Strategies:
- Admit 2 cohorts of Doc@Distance program.
- Receive approval and launch M.S.@Distance program in Agricultural Education.

Agricultural Education and Communications
APPENDIX B: Graduate Course Offerings
Agricultural Communications Graduate Courses

5201. *Contemporary Issues in Agricultural Communication* (2:2:0). Group study and discussion of current issues in agricultural communications. Actual topics will vary based on developments within the agriculture industry and agricultural communications profession.

5302. *Knowledge Management in Agricultural and Natural Resources* (3:3:0). A comprehensive, systematic examination of the information assets of an agricultural organization and how they are identified, captured, organized, integrated, mined, retrieved and shared.

5303. *Advanced Computer Applications in Agricultural Communications* (3:3:0). Study of computer software for document production and photo manipulation (bitmap and vector) and desktop publishing in the context of agriculture issues and needs.

5304. *Risk and Crisis Communications in Agriculture and Natural Resources* (3:3:0). Examines potential risk and crisis communications scenarios in agriculture and the relevant theories, models, and processes to address these types of situations effectively.

5306. *Foundations of Agricultural Communications* (3:3:0). Explore historical foundations and selected philosophical concepts and philosophers and evaluate their influence upon agricultural communications.

5307. *Methods of Technological Change* (3:3:0). Dynamics of cultural change as theoretical framework for planned technological change; methods of planning and implementing change, its effect, and how it can be predicted. SSI, SSII.

5308. *Utilizing Online Media in Agricultural Communications* (3:3:0). Identify agricultural audiences, conduct analyses, and use results to evaluate and produce online media that utilizes design fundamentals, visual communication theories, and new media technology.


Agricultural Education Graduate Courses

5001. *Contemporary Issues in Agricultural and Extension Education* (V1-6). Study current issues and trends in agricultural and extension education and develop plans to improve the disciplines. May be repeated for up to 6 hours credit. F, S, SSI, SSII.

5301. *Special Problems* (3:3:0). Investigation of problems in agricultural education or extension education of special interest to the student. May be repeated for credit. F, S, SSI, SSII.

5302. *Research Methods and Analysis in Agricultural Education and Communications* (3:3:0). Application of research techniques in the education and communications aspects of agriculture, including proposal preparation, literature review, research design, data analysis, and reporting of results.
5304. *Advanced Methods in Agricultural Leadership* (3:3:0). Theory of motivation and behavior, leadership and management styles, change agents, and the adoption process. Practical application regarding agricultural occupations. SSI, SSII.

5305. *Program Development in Agricultural and Extension Education* (3:3:0). Development of a total agricultural education program in communities and counties using all available resources. SSI, SSII.


5308. *Foundations of Adult Education* (3:3:0). Study and investigation of adult learning theories, methods, and procedures to implement changes in adult behavior.


5310. *College Teaching in Agriculture* (3:3:3). Methods and techniques of teaching agriculture at the college level. Includes self-assessment, student assessment, course development, lesson planning, presentations, and evaluation. F.


5340. *Educational Law* (3:3:0). Introduction to the legal aspects of educational organizations, focusing on the school building level and emphasizing the rights and responsibilities of stakeholders. (EDLD 5340)

5391. *School and Community* (3:3:0). Explores the development of collaborative culture at school and how to enlist community support to form partnerships with stakeholders. (EDLD 5391)

6000. *Master’s Thesis* (V1-6).


7000. *Research* (V1-12).

7005. *Professional Internship* (V1-6). An on-the-job supervised experience program conducted in the area of the student’s specialization. May be repeated for credit.
7100. Graduate Seminar (1). Group study and discussion of current developments in agricultural behavioral sciences. May be repeated for credit.

8000. Doctor's Dissertation (V1-12). Initiation and completion of research for advanced degree.

**Agricultural Systems Management Courses**

5301. Investigations in Advanced Agricultural Mechanics (3). Individual study or investigation of an advanced phase of mechanized agriculture. May be repeated for credit. F, S, SSI, SSII.
APPENDIX C: Graduate Student Handbook
Our graduate student handbook is not yet in place. We have created a set of protocols and guidelines that supplement exiting Graduate School policies and procedures.

**Graduate Program Guidelines & Protocols**

**Recruitment**

1. **MATERIALS** — We will continue to have both print and electronic materials available for recruitment efforts. We will explore new possibilities (posters, web-based applications, etc.) in each of these media as well as update earlier materials (brochures, video).

2. **FACULTY CONTACT** — If the faculty member has recruited a student as a result of the personal relationship, then that faculty member will remain involved throughout the application process. The Graduate Studies Coordinator (GSC) will work with the applicant through the various application steps, copying the faculty member on all correspondence.

**Application**

1. **DEADLINES** — We will establish two deadlines for each term – one for those seeking an assistantship position and another for those who are not. While this deadline does not guarantee an assistantship position, it will ensure that all applicants desiring a position will be known to the department and will be able to receive full consideration.

2. **VISITS** — Departmental visits during the application process will be suggested for all applicants, especially those seeking assistantship positions.

3. **FELLOWSHIPS** — For fellowships/scholarships requiring a departmental ranking or endorsement, the applicant must submit the completed application to the GSC a minimum of 10 working days before the published deadline. The GSC will bring all submitted applications to the graduate faculty for final selection.

4. **CREDIT TRANSFER** — On credit transfers, it will be the student’s graduate committee decision on which courses transfer into the applicant’s degree program. It is recommended that no more than six credits be allowed to transfer for a master’s degree and nine credits for a doctoral degree. Up to 30 hours from a Departmental master’s degree will be considered for transfer into the proposed Ph.D. degree program.

**Admission**

1. **ADMISSION VOTES** — All applications completed by the deadline date will be brought forward by the GSC to the graduate faculty and the meeting immediately following the deadline. Applicants who attended TTU as an undergrad or master’s student may be brought forward with a less than complete packet at the GSC discretion.
Each departmental graduate faculty member will be eligible to vote on each packet presented by the GSC.

2. GTMP — We will continue to utilize the Graduate School’s option of GTMP (temporary admission status) for those that are unable to submit a complete application prior to the start of the desired semester. We will follow the Graduate School requirement that GTMP students will be permitted to complete up to nine credits under GTMP status. To enroll further will require full admission status resulting from a completed application.

3. LEVELING COURSES — Leveling classes will be left for each degree program to prescribe. These decisions should be made known during the application process. The Ag Communication master’s will maintain News Writing as a leveling course. Graduate students seeking Agriscience Certification may also be required to complete leveling courses.

Assistantships

1. POSITION OFFERS — The decision to offer an assistantship position to an admitted graduate student is made by the faculty member(s) who possesses the position (e.g. as a result of a grant). The actual offer cannot be made prior to the student’s admission to the graduate program as per Graduate School procedures.

2. DEPARTMENT ORIENTATION — A departmental orientation will be conducted at the start of each semester (fall, spring, summer) for all new graduate assistants. A separate orientation should be created for all entering graduate students that highlights graduate education expectations in the department.

3. SUPERVISION — The faculty member(s) hiring the graduate assistant is responsible for the supervision of the student. As part of the student’s positional orientation for the position, the supervisor(s) should hold a meeting with the student to explain the duties and responsibilities with the position as well as explain performance and quality expectations.

4. POSITION & COMMITTEE CHAIR — As a condition of employment as a graduate assistant, the faculty member will serve as chair of the student’s graduate committee.

5. EVALUATION — Supervising faculty are expected to review the performance of their graduate assistants on a regular basis. Negative performance and/or behaviors should be documented and placed in the student’s Departmental folder.

Committee Chair/Membership

1. MEETING THE FACULTY — New graduate students are encouraged to meet the graduate faculty prior to forming their committee.

2. COMMITTEE SIZE AND COMPOSITION — Committee size will follow Graduate School guidelines of two for a master’s degree student (one from department) and three for doctoral students (chair or co-chair must be from department). The committee should be formed by week 10 of the student’s initial term.
3. PROGRAM OF STUDY — The student’s program of study should be reviewed and accepted by the members of the graduate committee prior to filing the form with the Graduate School. A copy of the signed form must be placed in the student’s Departmental folder. Failure to complete the form before the student’s third term will result in a registration hold being placed on the student’s account until the task has been completed.

4. TEMPORARY ADVISOR — The Graduate Studies Coordinator will serve as the temporary advisor for all new graduate students not on a graduate assistantship until a graduate advisor has been chosen.

5. FREQUENCY OF MEETINGS — There is no minimum number of meetings for a student’s graduate committee with the exception of the doctoral level where the committee must meet annually beginning with the third year of study.

Thesis vs. Non-thesis

1. NON-THESIS MASTER’S DEGREE — The department will continue the practice of a 2-hour comprehensive oral exam conducted by the student’s advisory committee as evidence of successful completion of the degree program. This exam will be completed during the final semester of a candidate’s program of study.

2. ASSISTANTSHIP AND THESIS
   a. Students who accepted an assistantship must be made aware of the expectations of a thesis during the offering of the assistantship. Any changes from this will require that the planned thesis be replaced by six additional hours of course work. Any completed theses hours (AGED 6000) will be counted as part of the 36 hours required for the master’s degree.
   b. Unless specified as part of the assistantship offer, students are not required to complete a thesis related to their assistantship position.

3. RESEARCH FUNDING — A faculty committee will be established to set up guidelines and procedures to award a limited number of research grants each year. These awards will be subject to the availability of funds.

Qualifying Exams (Doctoral degree)

1. USE OF COMPUTERS — The use of a computer during qualifying exams will be the decision of the student’s advisory committee.

2. DISTANCE STUDENTS — The process and procedures used to administer qualifying exams will be the decision of the student’s advisory committee and consistent with requirements set forth by the Graduate School.

Other

1. CONFLICTS WITH GRADUATE PROGRAM GUIDELINES & PROTOCOLS — Should the occasion arise where there is a conflict between these departmental graduate program guideline and protocols and what the student and their advisory
committee wish to do, the issue should be brought forward to the earliest possible departmental faculty meeting for consideration and possible action.

2. DOCTORAL STUDENT EXPERIENCE PLAN — Non-course work professional experiences are strongly encouraged as part of a graduate student’s program of study. Financial support to complete these experiences may be provided depending on the availability of funds.

3. PUBLISHING — As this is often an evaluation criteria for university faculty positions, doctoral students are strongly encouraged to publish and present research manuscripts during their degree programs. Dependent on the availability of funds, travel support will be provided to resident doctoral students to one research conference during the initial year of their program.

4. GRADUATE RESEARCH PUBLICATION GUIDELINES — The production of theses and dissertations by departmental graduate students will follow the standards found in our profession.

5. CODE OF ETHICS & GRIEVANCE PROCEDURES — Graduate students are expected to follow the Code of Student Conduct and Student Handbook published annually by Texas Tech University. Grievance procedures will also follow those set forth by Texas Tech University.

6. GRADUATE STUDENT ORGANIZATIONAL MEMBERSHIP — Participation in the Department’s graduate student organization is highly recommended for all departmental graduate students.
APPENDIX D:
Graduate Student Association
Agricultural Education and Communications Graduate Organization

AECGO serves as an organization for the graduate students in the Agricultural Education and Communications Department. There are three main areas of the organization: professional, service, and social. The organization works to keep the members informed and active in the department, university, and community.

Professional Activities:

• Serve as a sponsor of graduate students at research conferences and symposiums to enhance research of Texas Tech University.
• Provide an opportunity for graduate students to exchange research and program ideas.
• Provide leadership opportunities for graduate students.
• Organize Departmental Banquet

Service Activities:

• Provide leadership and support in the recruitment of students to the graduate school.
• Host a youth lamb show for 50-100 area youth. (This is also our largest fundraiser of the year).
• Valentine’s Day Bake Sale for various charities
• Race for the Cure
• Operation Christmas Child
• Judge FFA competitions

Social Activities:

• Monthly meetings
• Christmas Party
• Bowling
• Intramural Sports
• Football Tailgating
APPENDIX E:
TTU Graduate Faculty Information
APPENDIX F:
Reappointment Forms for
Texas A&M University Joint Degree Faculty
APPENDIX G: Graduate Degree Programs

Master’s of Science in Agricultural Education

Master’s of Science in Agricultural Communications

Doctor of Education in Agricultural Education (resident degree)

Master’s of Agriculture Degree with a Concentration in Agricultural Education

Master’s of Agriculture Degree with an Agricultural Education Concentration and an Educational Leadership Emphasis
Master of Science in Agricultural Communications

This master's degree is designed to prepare graduates for entry into or advancement in a variety of mass media, marketing, and public relations positions. This program also provides development of professional communications skills for related careers in agribusiness, government service, education, and extension. The master's degree program in agricultural communications provides a flexible program, which can be tailored to meet each student's unique situation. Specialization areas such as marketing, mass media, and public relations are also available through cooperation with the College of Mass Communications.

This degree program is intended primarily for students who enter with a bachelor’s degree in agricultural communications, journalism, agricultural communication/journalism, advertising, broadcasting, public relations, or related fields. However, students with an undergraduate degree outside of these areas may still pursue this degree. This on-campus program typically takes four semesters to complete. The Master of Science in Agricultural Communications requires a minimum of 36 semester hours of graduate course work and has a thesis or non-thesis option.

CURRICULUM (Minimum of 36 hours)

**Agricultural Communications Core** (18 hours)
- ACOM 5302 – Knowledge Management in Agriculture and Natural Resources
- ACOM 5303 – Advanced Computer Applications in Agricultural Communications
- ACOM 5304 – Risk & Crisis Communications in Agriculture and Natural Resources
- ACOM 5306 – Foundations of Agricultural Communications
- ACOM 5307 – Methods of Technological Change
- ACOM 5308 – Utilizing Online Media in Agricultural Communications

**Research Core** (12 hours)
- AGED 5302 – Research Methods and Analysis in Agricultural Education and Communications
- AGED 5312 – Assessing Program Effectiveness in Agriculture and Extended Education
- ACOM 6000 – Master’s Thesis

**Support Area** (select a minimum of six hours from these possible areas)
- Advertising
- Agricultural Education (including International and Leadership areas of study)
- Communication Studies
- Journalism
- Management
- Marketing
- Mass Communications
- Photography
- Public Relations

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1. Those students who enter without an agricultural communications-related degree will need to take news writing as one of their elective courses
2. Unless otherwise noted, the second digit in the course number indicates the number of credits for the course.
3. Non-thesis option requires the student to complete 6 additional credit hours and successfully complete a comprehensive oral examination over their completed course work at the end of the degree program.
Master of Science in Agricultural Education

The master’s degree is designed to prepare graduates for teaching, research, extension, leadership, and administrative positions in the public and private sectors. Students in the master's program focus on a core of agricultural education courses along with an emphasis in designing educational/ training programs, professional presentation enhancement, leadership development, teaching/training methods, and interpersonal communication. The Master of Science in Agricultural Education requires a minimum of 36 semester hours of graduate course work and has a thesis or non-thesis option.

**CURRICULUM (Minimum of 36 hours)**

**Agricultural Education Core** (12 hours) 
AGED 5305 – Program Development in Agricultural and Extension Education  
AGED 5306 – History and Philosophy of Agricultural and Extension Education  
AGED 5307 – Methods of Technological Change  
Choose one of the following based on personal goals  
AGED 5301 – Educational Opportunities  
AGED 5308 – Foundations of Adult Education  
AGED 5310 – College Teaching in Agriculture

**Research Core** (15 hours)  
AGED 5302 – Research Methods and Analysis in Agricultural Education and Communications  
AGED 5309 – Evaluation of Programs in Vocational, Technical, and Extension Education  
AGED 5312 – Assessing Program Effectiveness in Agriculture and Extended Education  
AGED 6000 – Master’s Thesis (six credit hours; non-thesis students will take six additional hours that are approved by student’s graduate committee)

**Electives (Choose 9 hours)**  
AGED 5001 – Contemporary Issues in Agricultural & Extension Education (variable credit: 1-6 hours; may be repeated for up to six hours)  
AGED 5301 – Special Problems (topics have included)  
• Developing Leadership in Rural Communities  
• Contemporary Issues in Agricultural Leadership  
• Evaluating Leadership in Agricultural Organizations  
• Theoretical Foundations of Leadership  
• International Agricultural Leadership (travel courses)  
• Distance Education in Agricultural & Extension Education  
• Youth Development  
• Development and Management of Volunteer Programs  
AGED 5304 – Advanced Methods in Agricultural Leadership  
AGED 5311 – Human Dimensions of International Agricultural Development  
AGED 5340 – Educational Law  
AGED 5391 – School and Community  
AGED 7000 – Research (variable credit: 1-12 hours)  
AGED 7005 – Professional Internship (variable credit: 1-6 hours; may be repeated for credit)  
AGED 7100 – Graduate Seminar (may be repeated for credit)  
AGSM 5301 – Investigations in Advanced Agricultural Mechanics  
ACOM 5302 – Knowledge Management in Agriculture and Natural Resources  
ACOM 5303 – Advanced Computer Applications in Agricultural Communications  
ACOM 5304 – Risk & Crisis Communications in Agriculture and Natural Resources  
ACOM 5306 – Foundations of Agricultural Communications  
ACOM 5308 – Utilizing Online Media in Agricultural Communications

The following courses are required for those also seeking secondary-level teaching certification as part of this degree program (will also need to complete Student Teaching)  
EDCI 5310 – Instructional Theory and Design  
EDSE 5305 – Issues and Reform in American Secondary Schooling  
EDLL 5341 – Literacy in Secondary Content Area Classrooms

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4 Unless otherwise noted, the second digit in the course number indicates the number of credits for the course.
Doctor of Education (Ed.D.) in Agricultural Education

The Doctor of Education in Agricultural Education requires a minimum of 64 semester hours of graduate coursework beyond the Master’s degree along with the development of a dissertation. The program of study developed by the student builds on previous undergraduate and graduate courses along with their life experiences (including three years of related work experiences). It is designed to develop independent and critical thinking. Emphasis is placed on selecting courses and experiences that lead to a thorough and comprehensive knowledge of agricultural education and/or agricultural communications, a supporting field, and methods of research and statistics.

At or near the end of course work, the student will take a qualifying written examination consisting of eight hours for Agricultural Education, four hours for Research, Evaluation, and Statistics; and four hours for the Supporting Field. No more than one week after the written examination, the student will take an oral qualifying examination. Both of these examinations will be administered by the student’s advisory committee (consisting of at least three members of the graduate faculty). After completion of the dissertation, the student will present and defend a dissertation.

CURRICULUM (Minimum of 64 hours beyond Masters)

Agricultural Education (25 hours)

Core Courses (16 hours)
- ACOM 5307 – Methods of Technological Change
- AGED 5305 – Program Development in Agricultural and Extension Education
- AGED 5306 – History and Philosophy of Agricultural Education and Communications
- AGED 5310 – College Teaching in Agriculture
- AGED 7100 – Graduate Seminar (4 hours required; 1 hour each)

Additional Courses (Choose 9 hours)
- ACOM 5201 – Contemporary Issues in Agricultural Communications
- ACOM 5302 – Knowledge Management in Agriculture and Natural Resources
- ACOM 5303 – Advanced Computer Applications in Agricultural Communications
- ACOM 5304 – Risk & Crisis Communications in Agriculture and Natural Resources
- ACOM 5306 – Foundations of Agricultural Communications
- AGED 5001 – Contemporary Issues in Agricultural & Extension Education (V1-6)
- AGED 5301 – Special Problems (previous topics have included)
  - Distance Education in Agricultural & Extension Education
  - Youth Development
  - Development and Management of Volunteer Programs
  - Advanced Web Design
  - Utilizing Media in Agricultural & Extension Education

5 Unless otherwise noted, the second digit in the course number indicates the number of credits for the course.
Additional Courses (continued)
AGED 5304 – Advanced Methods in Agricultural Leadership
AGED 5308 – Foundations of Adult Education
AGED 5309 – Evaluation of Programs in Vocational, Technical, and Extension Education
AGED 5311 – Human Dimensions of International Agricultural Development
AGED 5340 – Educational Law
AGED 5391 – School and Community
AGED 7000 – Research (V1-12)
AGED 7200 – Professional Internship (May be repeated for credit)

Research and Evaluation (9 hours)
AGED 5302* – Research Methods and Analysis in Agricultural Education and Communications
AGED 5309* – Evaluation of Programs in Vocational, Technical, & Extension Education
Plus three (3) additional graduate course hours in Research and Evaluation
* If taken during a Master’s degree, the student may replace this course with additional research and/or evaluation courses.

Statistics (6 hours)
Students should have had an introductory-level statistics course for their Masters degree. If not, leveling will be required (e.g., AGED 5312 Assessing Program Effectiveness in Agriculture and Extended Education).

Recommended:
EPSY 5381 – Intermediate Educational Statistics
EPSY 6301 – Advanced Data Analysis
EPSY 5382 – Qualitative Research in Education
EPSY 6304 – Qualitative Research Methods
EPSY 6305 – Qualitative Data Analysis in Education

Supporting Field (12 hours)
Graduate-level courses in area of interest, emphasis, or support

Dissertation Research (12 hours)
AGED 8000 – Doctor’s Dissertation (V1-12)
Master of Agriculture in Agricultural Education

The Master of Agriculture (M. Ag.) degree program is a distance-delivered program designed to prepare students and professionals as leaders, managers, and executives in the agricultural sciences and natural resources areas without living in or commuting to Lubbock for classes. The program is designed specifically to meet the needs of today's working professional. This non-thesis degree program requires a minimum of 36 semester hours of graduate coursework.

Because the program is multidisciplinary, students are able to design a program that will meet their unique career objectives. Beyond the minimum of 18 credit hours completed in Agricultural Education, students will select courses from other areas of agriculture such as Agricultural Economics, Agronomy, Horticulture, or Natural Resource Management.

CURRICULUM (Minimum of 36 hours)

**Agricultural Education Core** (minimum of 18 hours)
- AGED 5302 Research Methods and Analysis in Agricultural Education and Communications
- AGED 5305 Program Development in Agricultural and Extension Education
- ACOM 5307 Methods of Technological Change
- AGED 5308 Foundations of Adult Education
- AGED 5309 Evaluation of Programs in Vocational, Technical, and Extension Education
- AGED 5301 Special Problems (Investigation of problems in agricultural education or extension education of special interest to the student)

**Other Potential Courses** (additional courses added each year)
- AAEC 5314 Environmental Economics and Policy
- AAEC 5310 Advanced Market Analysis
- LARC 5301 Introduction to Natural Resources and Design
- LARC 5303 Environmental Management for Sustainable Development
- NRM 5311 Wildlife Conservation and Management
- NRM 5312 Ecology of Renewable Natural Resources
- PSS 5231 Applied Geostatistics
- PSS 5307 Pesticides
- PSS 5316 Advanced Arboriculture
- PSS 5317 Advanced Nursery Management
- PSS 5318 Advanced Turfgrass Science
- PSS 5319 Advanced Interior Scaping
- PSS 5324 Mode and Mechanism of Herbicide Action
- PSS 5326 Advanced Seed Science
- PSS 5331 Soil Fertility and Fertilizers
- PSS 5334 Soils and Crops in Arid Lands
- PSS 5335 Soil Physics
- PSS 6301 Ag Remote Sensing
Master’s of Agriculture Degree

Agricultural Education Concentration with an Educational Leadership Emphasis

The Colleges of Agricultural Sciences and Natural Resources and the College of Education at Texas Tech University have teamed up to offer this unique non-thesis degree program designed for high school agricultural science teachers who have an interest in certifying as a principal without living in or commuting to Lubbock for classes. This degree program for the TTU Principal Professional Certification Program is a 42-credit hour program that fully incorporates this 36 credit hour Master’s of Agriculture Degree.

Students seeking Principal Professional Certification must have at least two years of Texas Education Agency (TEA)-approved experience and apply for admission into the certification program during the first semester of enrollment in this program. For a school Principal Professional Certification, students must complete six hours of EDLD 5392 – Principal Internship beyond this 36-hour master’s program. Students must also complete Instructional Leadership Development (ILD) and Professional Development and Supervision (PDAS) training at a Texas Regional Education Service Center (equivalent to 3 semester credit hours). SBEC’s School Principalship TExES examination must also be passed.

CURRICULUM

Agricultural Education Concentration (21 hours)
- AGED 5306 History and Philosophy of Ag Ed
- ACOM 5307 Methods of Technological Change
- AGED 5308 Foundations of Adult Education
- AGED 5309 Evaluation of Programs in Vocational, Technical, and Extension Education
- AGED 5302 Research Methods and Analyses in Agricultural Education & Communications
- AGED 5340 Educational Law
- AGED 5391 School and Community

Educational Leadership Emphasis (15 hours)
- EDLD 5310 Instructional Supervision
- EDLD 5330 Staff Development
- EDLD 5350 School Personnel and Fiscal Management
- EDLD 5361 Process of Educational Change
- EDLD 5306 School-based Leadership
APPENDIX H:
Graduate Degree Learning Outcomes and Narratives of Continuous Improvement

Learning Outcomes for Master’s of Science in Agricultural Education

Master’s of Science in Agricultural Education Narrative of Continuous Improvement

Learning Outcomes for Master’s of Science in Agricultural Communications

Master’s of Science in Agricultural Communications Narrative of Continuous Improvement

Learning Outcomes for Ed.D. in Agricultural Education

Doctor of Education in Agricultural Education Narrative of Continuous Improvement
Learning Outcomes for Master’s of Science in Agricultural Education

In the past five years the Texas Tech University master’s of science in Agricultural Education degree has assessed the following four learning outcomes that relate to two strategic outcomes:

**Strategic Outcome #1** – Increase enrollment and promote student success: We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the State of Texas.

**Strategic Outcome #2** – We will attract and retain the best faculty in the world in order to enhance our teaching excellence and grow our number of nationally recognized programs.

**Learning Outcome #1** – Students will demonstrate an understanding of events, circumstances, and guiding philosophies that have influenced the development of the agricultural and extension education profession.

Students are required to complete AGED 5306 *History and Philosophy of Agricultural Education and Communications*. The content delivered in this course is fundamental for advancement within the profession as well as within other courses in the master’s of Agricultural Education degree. In this course, students explore historical and philosophical foundations of education, communications, and extension education in agriculture. Students demonstrate their achievement of this outcome through written summaries of interviews with retired industry professionals, examinations, written reports and position papers, and a written personal philosophy of education. Since Fall 2006, 46 degree-related students have completed the course with an average grade in this class of 3.9.

**Learning Outcome #2** – Students will demonstrate ability to locate, process, and evaluate scholarly research.

Students are required to complete AGED 5302 *Research Methods and Analysis in Agricultural Education and Communications* or an equivalent course. The content delivered in this course is fundamental as it facilitates students’ efforts to complete future research and evaluation projects using appropriate data collection procedures. In this course, students learn the application of research techniques in the education-related contexts of agriculture, including proposal preparation, literature review, research design, data analysis, and reporting of results. Students demonstrate their achievement of this outcome through class participation, reading assignments, examinations, research critiques, and a written proposal to conduct human subjects research. Since Fall 2006, 44 degree-related students have completed the course with an average grade in this class of 3.4.

**Learning Outcome #3** – Student will demonstrate an understanding of data analysis and interpretation techniques used in a variety of research-related applications.

Students are required to complete AGED 5312 *Assessing Program Effectiveness in Agriculture and Extended Education* or an equivalent course. The content delivered in

*Agricultural Education and Communications*
this course builds on the AGED 5302 course as it facilitates students’ efforts to complete research and evaluation projects with appropriate data analysis procedures. The course takes an applied approach to organizing data, analyzing data according to research and evaluation objectives and/or hypotheses, using descriptive and inferential statistics, and interpreting data. Students gain practical experience in data entry and using SPSS for calculating statistics through laboratory exercises. Students demonstrate their achievement of this outcome through weekly application exercises, examinations, and a data analysis and presentation project. Since Fall 2006, 46 degree-related students have completed the course with an average grade in this class of 3.6.

**Learning Outcome #4** – Students will demonstrate an understanding of the factors influencing the agricultural education profession.

Students are required to complete a research thesis or a comprehensive examination process at the completion of the degree program. With the thesis option, the student completes a research study that responds to an education-related problem or need within the agriculture industry. This study is conducted under the of the student’s graduate committee who will individually review and approve the final manuscript. A public presentation of the research findings followed by an additional oral examination of the student and their research the committee members completes the process of determining if the student has met this learning outcome.

Students also have a non-thesis option for demonstrating that they have met this learning outcome. In this option, students complete a 2-hour oral comprehensive examination of their course work. The members of the student’s graduate committee conduct this exam. Questioning is done at the upper levels of cognition requiring the student to apply the knowledge gained through their coursework to agriculture-related issues and problems. Since Fall 2006, 50 degree-related students have completed this outcome with 21 completing a research thesis and 29 completing a comprehensive oral exam process.
Narrative of Continuous Improvement – Strategic Outcomes
Master’s of Science in Agricultural Education

The Texas Tech Master’s of Science in Agricultural Education degree has assessed the following strategic outcomes:

**Strategic Outcome One: Increase Enrollment and Promote Student Success**

The Master of Science in Agricultural Education degree program continues to have strong interest with 27 students currently enrolled in the program. Students in the program represent a multitude of universities and states. To recruit excellent and diverse students, a thorough and well-executed plan has been in place and is reviewed regularly during the Departments annual planning meeting. Based on the review conducted during the August 2010 annual meeting, current elements of this plan include:

1. A comprehensive communication plan where all students are treated equally from their initial contact, through the admission process, throughout their graduate studies, and even when they become alumni of the Department. This plan has five key elements to create a positive initial contact for prospective students. This plan is review each year during the Department’s planning retreat (typically in August). Those elements are:
   a. A positive, accepting work and learning environment
   b. Recruitment messages and processes that better communicate our commitment to excellence and diversity
   c. Regular examination of the prospective student visitation and application process to remove potential barriers to our programs
   d. Fostering a sense of belonging for minority students in the department
   e. Conducting quality research that improves our understanding of minority student needs and potential barriers.

2. Department faculty and the College of Agricultural Sciences and Natural Resources’ (CASNR) Student Services Center work together to actively pursue minority students by attending and exhibiting at conferences where they are likely to be present in large numbers, such as national, state, and regional meetings.

3. The Department uses their attendance at professional and related stakeholder meeting to identify and meet with prospective students, including those from underrepresented minority populations, who have the potential for success in a graduate program. These individual faculty efforts have resulted in more than 70% of the leads on prospective graduate students that often resulted in students who applied and were later admitted to one of the Department’s graduate programs.

To retain the students in this degree program, the Department has conducted and will continue several activities to foster a sense of belonging and importance in all graduate students (including underrepresented minority students) in the Department through social activities, the sharing of research presentations, and regular informational meetings.
Social Activities: Includes individual and group activities such as birthday cards and a Departmental birthday celebration every two months for all faculty, staff and graduate birthdays during that period. Also includes other group activities like a welcome back to school party in August, a holiday party in December, a Departmental banquet in April, a golf outing in May, and luncheons that feature foods from different cultures.

Sharing of Research: To develop graduate student interest in research, a list of thesis and dissertation research presentations being conducted in the Department during each semester (including this degree program) are sent to each graduate student with an invitation to attend as many presentations as their schedule will permit.

Information Sharing: An informational meeting is conducted at the start of each semester for all resident graduate students to provide an orientation for new students and information on changes for returning students.

Graduate Student Organization: The Department supports the Agricultural Education and Communications Graduate Organization (AECGO) in its activities to keep the graduate student members informed and active in the department, university, and community.

Strategic Outcome Two: Strengthen Academic Quality and Reputation

Academic quality begins with an excellent and diverse faculty and staff. To achieve this outcome, efforts are made to identify potential applicants before positions become available. While we have not had an open position in support of this degree since 2008, activity continues to prepare for potential openings. These efforts include:

- Monthly coordination meetings by current agricultural education faculty to identify and discuss potential applicants.
- Attendance at regional and national agricultural communications research conference and professional development opportunities for the purpose of interacting with potential candidates. These events include the National FFA Convention, the American Association for Agricultural Education (AAAE) national and regional (western and southern) meetings, the Texas FFA Convention, and the Vocational Agriculture Teacher Association of Texas annual conference.
- Each agricultural education faculty member and instructor attended a minimum of one professional development activity during this past year. In 2009-2010, the majority of efforts focused on gaining the latest research on instructional methodology, curriculum design, program development, and increasing the effectiveness of stakeholder outreach and engagement efforts.

The master’s of science in Agricultural Education degree program is among the largest in the nation in terms of student enrollment (27). In the past six years, the Department has awarded more degrees than peer departments at Oklahoma State University, Texas A&M University, and Ohio State University.

1. Texas Tech’s Department of Agricultural Education and Communications ranked ninth in the nation with faculty, range of programs and its communications program listed as its distinguishing features. The published study titled
“Characteristics of Distinguished Programs of Agricultural Education” appeared in the 2009 American Association for Agricultural Education Research Conference Proceedings. Texas Tech was the only non-land grant institution ranked in the top ten.

2. Master's students from the program led the nation in number of refereed publications at the regional and national research conferences. This is one of the best quantitative indicators of success that we can measure our program by.
Learning Outcomes for Master’s of Science in Agricultural Communications

In the past five years the Texas Tech University master’s of science in Agricultural Communications degree has assessed the following five learning outcomes that relate to two strategic outcomes:

**Strategic Outcome #1** – Increase enrollment and promote student success: We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the State of Texas.

**Strategic Outcome #2** – We will attract and retain the best faculty in the world in order to enhance our teaching excellence and grow our number of nationally recognized programs.

**Learning Outcome #1** – Students will demonstrate an understanding of events, circumstances, and guiding philosophies that have influenced the development of the agricultural communications profession.

Students are required to complete ACOM 5306 *Foundations of Agricultural Communications* or an equivalent course. The content delivered in this course is fundamental for advancement within the profession as well as within other courses in the master’s of Agricultural Communications degree. In this course, students explore historical foundations and selected philosophical concepts/philosophers and evaluate their influence upon agricultural communications, including education and Extension contexts. Students demonstrate their achievement of this outcome through class participation, examinations, in-class presentations, written reports, and a written reflection about a presented theory. Since Fall 2006, 35 degree-related students have completed the course with an average grade in this class of 4.0.

**Learning Outcome #2** – Students will demonstrate ability to locate, process, and evaluate scholarly research.

Students are required to complete AGED 5302 *Research Methods and Analysis in Agricultural Education and Communications*. The content delivered in this course is fundamental as it facilitates students’ efforts to conduct audience analyses and evaluation procedures through appropriate data collection procedures. In this course, students learn the application of research techniques in the education and communications aspects of agriculture, including proposal preparation, literature review, research design, data analysis, and reporting of results. Students demonstrate their achievement of this outcome through class participation, reading assignments, examinations, research critiques, and a written proposal to conduct human subjects research. Since Fall 2006, 35 degree-related students have completed the course with an average grade in this class of 3.8.

**Learning Outcome #3** – Student will demonstrate an understanding of data analysis and interpretation techniques used in a variety of research-related applications.

Students are required to complete AGED 5312 *Assessing Program Effectiveness in Agriculture and Extended Education* or an equivalent course. The content delivered in
this course builds on the AGED 5302 course as it facilitates students’ efforts to complete audience analyses and evaluation procedures through appropriate data analysis procedures. The course takes an applied approach to organizing data, analyzing data according to research and evaluation objectives and/or hypotheses, using descriptive and inferential statistics, and interpreting data. Students gain practical experience in data entry and using SPSS for calculating statistics through laboratory exercises. Students demonstrate their achievement of this outcome through weekly application exercises, examinations, and a data analysis and presentation project. Since Fall 2006, 35 degree-related students have completed the course with an average grade in this class of 3.9.

**Learning Outcome #4** – Students will demonstrate the ability to create, manipulate, and incorporate digital images into a variety of communication applications.

Students are required to complete ACOM 5303 *Advanced Computer Applications in Agricultural Communications*. The content delivered in this course is critical to the program and communication stakeholders as student gain advanced understanding and skill development in the creation of information and educational products that meet audience information needs and preferences. In this course, students study the computer software used for document production, photo manipulation (bitmap and vector), and desktop publishing within the context of agriculture issues and needs. The course is structured using a problems-based approach with students completing work that meets the needs of an agriculture-related client. Students demonstrate their achievement of this outcome through class participation and team-based collaboration, completion of stakeholder and project research, creation of a project briefing report, and development of communication products that meet the clients’ needs. Since Fall 2006, 35 degree-related students have completed the course with an average grade in this class of 4.0.

**Learning Outcome #5** – Students will demonstrate an understanding of the factors influencing the agricultural communications profession.

Students are required to complete a research thesis or a comprehensive examination process at the completion of the degree program. With the thesis option, the student completes a research study that responds to a communications-related problem or need within the agriculture industry. This study is conducted under the of the student’s graduate committee who will individually review and approve the final manuscript. A public presentation of the research findings followed by an additional oral examination of the student and their research the committee members completes the process of determining if the student has met this learning outcome. Students also have a non-thesis option for demonstrating that they have met this learning outcome. In this option, students complete a 2-hour oral comprehensive examination of their course work. The members of the student’s graduate committee conduct this exam. Questioning is done at the higher levels of cognition requiring the student to apply the knowledge gained through their coursework to agriculture-related issues and problems. Since Fall 2006, 35 degree-related students have completed this outcome with 24 completing a research thesis and 11 completing a comprehensive oral exam process.
Narrative of Continuous Improvement – Strategic Outcomes

Master’s of Science in Agricultural Communications

Since the degree’s approval by the Texas Higher Education Coordinating Board in December 2006, the Texas Tech Master’s of Science in Agricultural Communications degree has assessed the following strategic outcomes:

**Strategic Outcome One: Increase Enrollment and Promote Student Success**

The Master of Science in Agricultural Communications degree program has experienced annual enrollment increases with 19 students currently enrolled in the program meeting surpassing the degree’s original projected enrollment. Students in the program represent a multitude of universities and states. To recruit excellent and diverse students, a thorough and well-executed plan has been in place and is reviewed regularly during the Departments annual planning meeting. Based on the review conducted during the August 2010 annual meeting, current elements of this plan include:

1. A comprehensive communication plan where all students are treated equally from their initial contact, through the admission process, throughout their graduate studies, and even when they become alumni of the Department. This plan has five key elements to create a positive initial contact for prospective students. This plan is review each year during the Department’s planning retreat (typically in August). Those elements are:
   a. A positive, accepting work and learning environment
   b. Recruitment messages and processes that better communicate our commitment to excellence and diversity
   c. Regular examination of the prospective student visitation and application process to remove potential barriers to our programs
   d. Fostering a sense of belonging for minority students in the department
   e. Conducting quality research that improves our understanding of minority student needs and potential barriers.

2. Department faculty and the College of Agricultural Sciences and Natural Resources’ (CASNR) Student Services Center work together to actively pursue minority students by attending and exhibiting at conferences where they are likely to be present in large numbers, such as national, state, and regional meetings.

3. The Department uses their attendance at professional and related stakeholder meeting to identify and meet with prospective students, including those from underrepresented minority populations, who have the potential for success in a graduate program. These individual faculty efforts have resulted in more than 70% of the leads on prospective graduate students that often resulted in students who applied and were later admitted to one of the Department’s graduate programs.

To retain the students in this degree program, the Department has conducted and will continue several activities to foster a sense of belonging and importance in all graduate students (including underrepresented minority students) in the Department through social activities, the sharing of research presentations, and regular informational meetings.
Social Activities: Includes individual and group activities such as birthday cards and a Departmental birthday celebration every two months for all faculty, staff and graduate birthdays during that period. Also includes other group activities like a welcome back to school party in August, a holiday party in December, a Departmental banquet in April, a golf outing in May, and luncheons that feature foods from different cultures.

Sharing of Research: To develop graduate student interest in research, a list of thesis and dissertation research presentations being conducted in the Department during each semester (including this degree program) are sent to each graduate student with an invitation to attend as many presentations as their schedule will permit.

Information Sharing: An informational meeting is conducted at the start of each semester for all resident graduate students to provide an orientation for new students and information on changes for returning students.

Graduate Student Organization: The Department supports the Agricultural Education and Communications Graduate Organization (AECGO) in its activities to keep the graduate student members informed and active in the department, university, and community.

**Strategic Outcome Two: Strengthen Academic Quality and Reputation**

Academic quality begins with an excellent and diverse faculty and staff. To achieve this outcome, efforts are made to identify potential applicants before positions become available. While we have not had an open position in support of this degree since 2008, activity continues to prepare for potential openings. These efforts include:

2. Monthly coordination meetings by current agricultural communications faculty to identify and discuss potential applicants.

3. Attendance at regional and national agricultural communications research conference and professional development opportunities for the purpose of interacting with potential candidates. These events include the National Association for Communications Excellence (ACE) Conference, the American Association for Agricultural Education (AAAE) national and regional (western and southern) meetings, the annual Agricultural Media Summit, the annual Agricultural Communicators of Tomorrow (ACT) professional development conference, and the annual agricultural communications research funding proposal writing weekend.

4. Each agricultural communications faculty member and instructor attended a minimum of one professional development activity during this past year. In 2009-2010, the majority of efforts focused on preparing faculty in the new releases of Adobe software products used in the degree program including Photoshop, Illustrator, InDesign, Dreamweaver and Premier.

The master’s of Agricultural Communications degree program is among the largest in the nation in terms of faculty FTE (4.0) and student enrollment (19).

1. Texas Tech’s Department of Agricultural Education and Communications ranked ninth in the nation with faculty, range of programs and its communications program listed as its distinguishing features. The published study titled “Characteristics of Distinguished Programs of Agricultural Education” appeared
in the 2009 American Association for Agricultural Education Research Conference Proceedings. Texas Tech was the only non-land grant institution ranked in the top ten.

2. Master's students from the program led the nation in number of refereed publications at the regional and national research conferences. This is one of the best quantitative indicators of success that we can measure our program by.

3. At the 2010 Association for Communications Excellence Annual Meeting, two graduates received national recognition. Katie Allen received the outstanding research proposal award for her master’s thesis proposal. In addition, Kelsey Hall, a current doctoral student, was recognized for her thesis completed at Ohio State University. Kelsey was identified as a top potential graduate student and recruited to Texas Tech.
Learning Outcomes for Ed.D. in Agricultural Education

In the past five years the Texas Tech University master’s of science in Agricultural Education degree has assessed the following four learning outcomes that relate to two strategic outcomes:

**Strategic Outcome #1** – Increase enrollment and promote student success: We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the State of Texas.

**Strategic Outcome #2** – We will attract and retain the best faculty in the world in order to enhance our teaching excellence and grow our number of nationally recognized programs.

**Learning Outcome #1** – Understand the complex disciplinary issues, problems, or trends related to adult-level education.

Students are required to complete AGED 5308 *Foundations of Adult Education* or AGED 5310 *College Teaching in Agriculture*. The content delivered in these courses are fundamental for agricultural education programming that is increasing conducted in adult education contexts utilizing formal and informal delivery methods. In AGED 5308, students study and investigate adult learning theories, methods, and procedures used to implement changes in adult behavior. In AGED 5310, students examine the methods and techniques of teaching agriculture at the college level including self-assessment, student assessment, course development lesson planning, presentations, and evaluation. In both courses, students demonstrate their achievement of this outcome through the creation of written reports, critiques, or instructional products, the presentation of these products for peer review, and written examinations. Since Fall 2006, 21 degree-related students have completed the one of the courses with an average grade of 3.95.

**Learning Outcome #2** – Students will demonstrate advanced understanding of data collection and analysis techniques.

Students are required to complete AGED 5302 *Research Methods and Analysis in Agricultural Education and Communications* and EPSY 5381 *Intermediate Educational Statistics*. The content delivered in the AGED 5302 course is fundamental as it facilitates students’ efforts to complete future research and evaluation projects using appropriate data collection procedures. In this course, students learn the application of research techniques in the education-related contexts of agriculture, including proposal preparation, literature review, research design, data analysis, and reporting of results. Students demonstrate their achievement of this outcome through class participation, reading assignments, examinations, research critiques, and a written proposal to conduct human subjects research. Since Fall 2006, 23 degree-related students have completed the AGED 5302 course with an average grade in this class of 3.78.

The content delivered in the EPSY 5381 course builds on the AGED 5302 course as it facilitates students’ efforts to complete research and evaluation projects with appropriate data analysis procedures. Topics include multiple regression, analysis of variance and covariance, multiple comparison tests, and additional non-parametric tests. Students demonstrate their achievement of this outcome through weekly application exercises.
examinations, and a data analysis project. Since Fall 2006, 18 degree-related students have completed the EPSY 5381 course with an average grade in this class of 3.83.

**Learning Outcome #3** – Students will understand the theory and best practices that facilitate change in human behavior.

Students are required to complete ACOM 5307 *Methods of Technological Change* and AGED 5305 *Program Development in Agricultural and Extension Education*. The content delivered in these courses provide the foundation for creating programs that realize behavioral change at the individual, organizational, and community levels. In ACOM 5307, students examine the dynamics of cultural change as the theoretical framework for planned technological change including the methods of planning and implementing change, its effect, and how it can be predicted. In AGED 5310, students focus on the development of a total agricultural education program in communities and counties using all available resources. In both courses, students demonstrate their achievement of this outcome through the creation of written reports, critiques, or instructional products, the presentation of these products for peer review, and written examinations. Since Fall 2006, 19 degree-related students have completed the ACOM 5307 courses with an average grade of 4.00. In AGED 5305, 22 students completed the course with an average grade of 3.91.

**Learning Outcome #4** – Demonstrate an understanding of the profession in a variety of contextual applications of the disciplinary knowledge bases.

The qualifying examination requires a synthesis and application of knowledge acquired during the course of study for the doctoral degree. The qualifying examination is prepared and administered by the candidate’s advisory committee. The major portion of the examination is ordinarily a written exam requiring at least 16 hours. This written exam is followed by two weeks later by an oral examination under the supervision of the committee. If the qualifying examination is considered satisfactory, the chairperson of the advisory committee will send to the graduate dean, for consideration by the Graduate Council, a formal written recommendation that the applicant be admitted to candidacy for the doctor’s degree. Since Fall 2006, 26 degree-related students have successfully completed this outcome.

**Learning Outcome #5** – Produce original research that advances that the frontiers of disciplinary knowledge.

The intent of the dissertation is assess the student’s mastery of the techniques of research, a thorough understanding of the subject matter and its background, and a high degree of skill in organizing and presenting the materials. The dissertation should embody a significant contribution of new information to a subject or a substantial reevaluation of existing knowledge presented in a scholarly style. The work on the dissertation is constantly under the supervision of the advisory committee. At the conclusion of the research, the resulting manuscript is individually reviewed by the members of the committee, presented in a final oral examination process that includes a public presentation and a closed session with the committee. The graduate dean or a professor designated to act in place of the graduate dean is also involved with these final processes. Since Fall 2006, 26 degree-related students have successfully completed this outcome.

*Agricultural Education and Communications*
Narrative of Continuous Improvement – Strategic Outcomes
Doctor of Education in Agricultural Education

The Doctor of Education in Agricultural Education degree is delivered as resident degree. It is also the core for the joint doctoral degree program delivered at a distance with Texas A&M University commonly referred to *Doc@Distance*. The doctoral degree program is assessed using the following strategic outcomes. Procedures for continuous improvement unique to each delivery format are highlighted.

**Strategic Outcome One: Increase Enrollment and Promote Student Success**

The Doctor of Education in Agricultural Education degree program continues to have strong interest with 34 students currently enrolled in the program (14 in resident program and 20 in joint program). Students in the program represent a multitude of universities, states, and countries. To recruit excellent and diverse students, a thorough and well-executed plan has been in place and is reviewed regularly during the Department’s annual planning meeting. Based on the review conducted during the August 2010 annual meeting, current elements of this plan include:

- A comprehensive communication plan where all students are treated equally from their initial contact, through the admission process, throughout their graduate studies, and even when they become alumni of the Department. This plan has five key elements to create a positive initial contact for prospective students. This plan is reviewed each year during the Department’s planning retreat (typically in August). Those elements are:
  a. A positive, accepting work and learning environment
  b. Recruitment messages and processes that better communicate our commitment to excellence and diversity
  c. Regular examination of the prospective student visitation and application process to remove potential barriers to our programs
  d. Fostering a sense of belonging for minority students in the department
  e. Conducting quality research that improves our understanding of minority student needs and potential barriers.

- Department faculty and the College of Agricultural Sciences and Natural Resources’ (CASNR) Student Services Center work together to actively pursue minority students by attending and exhibiting at conferences where they are likely to be present in large numbers, such as national, state, and regional meetings.

- The Department uses their attendance at professional and related stakeholder meeting to identify and meet with prospective students, including those from underrepresented minority populations, who have the potential for success in a graduate program. These individual faculty efforts have resulted in more than 70% of the leads on prospective graduate students that often resulted in students who applied and were later admitted to one of the Department’s graduate programs.

**Resident Program Additions**

To retain the students in this resident degree program, the Department has conducted and will continue several activities to foster a sense of belonging and importance in all graduate
students (including underrepresented minority students) in the Department through social activities, the sharing of research presentations, and regular informational meetings.

**Sharing of Research:** To develop graduate student interest in research, a list of thesis and dissertation research presentations being conducted in the Department during each semester (including this degree program) are sent to each graduate student with an invitation to attend as many presentations as their schedule will permit.

**Information Sharing:** An informational meeting is conducted at the start of each semester for all resident graduate students to provide an orientation for new students and information on changes for returning students. Doctoral students are also invited to participate in all departmental meetings with the exception of discussion about admission decisions and personnel matters.

**Graduate Student Organization:** The Department supports the Agricultural Education and Communications Graduate Organization (AECGO) in its activities to keep the graduate students informed and active in the department, university, and community.

**Joint Program Additions**

Core to the success of this program is communication between the faculty of both campus as well as with the students enrolled in the program. For faculty communications, two tactics have facilitated the continuous improvement of the program. First, a management team comprised of five individuals between the two campuses meets electronically (telephone or web-based) on a monthly basis. Discussion focuses on improving processes across the program that will facilitate student success. This includes managing the related logistics/procedures for registration, face-to-face seminars, examinations, and graduation.

Second, the combined joint graduate faculties meet a minimum of two times a year to discuss the larger programmatic issues of the degree program. These meetings are typically conducted in conjunction with a face-to-face seminar event to minimize the travel expenditures. Evaluation data collected from members of the program are used to make decisions impacting the success of the students and the program.

The face-to-face seminars have proven to be key in retaining the students in this distance-delivered degree program. While that seems to be counter to why students may enroll in a distance-delivered program, it has been critical in creating personal connection between the students while also fostering a sense of belonging and importance.

**Strategic Outcome Two: Strengthen Academic Quality and Reputation**

Academic quality begins with an excellent and diverse faculty and staff. To achieve this outcome, efforts are made to identify potential applicants before positions become available. While we have not had an open position at Texas Tech in support of the resident and joint degree since 2008, activity continues to prepare for potential openings. These efforts include:

1. Monthly coordination meetings by faculty to identify and discuss potential applicants.
2. Attendance at regional and national agricultural communications research conference and professional development opportunities for the purpose of interacting with potential candidates. These events include the National FFA Convention, the American Association for Agricultural Education (AAAE) national and regional (western and southern) meetings, the National Association for Communications Excellence (ACE)
Conference, the annual Agricultural Media Summit, the annual Agricultural Communicators of Tomorrow (ACT) professional development conference, and the annual agricultural communications research funding proposal writing weekend.

3. Each graduate faculty member and instructor attended a minimum of one professional development activity during this past year. In 2009-2010, the majority of efforts focused on gaining the latest research on instructional methodology, curriculum design, program development, and increasing the effectiveness of stakeholder outreach and engagement efforts.

The Ed.D. in Agricultural Education degree program is among the largest in the nation in terms of student enrollment (34). In the past six years, the Department has awarded more degrees than peer departments at Oklahoma State University, University of Missouri, and Ohio State University. Texas Tech’s Department of Agricultural Education and Communications ranked ninth in the nation with faculty, range of programs and its communications program listed as its distinguishing features. The published study titled “Characteristics of Distinguished Programs of Agricultural Education” appeared in the 2009 American Association for Agricultural Education Research Conference Proceedings. Texas Tech was the only non-land grant institution ranked in the top ten. Our joint degree program partner Texas A&M University is also ranked in the top ten.
APPENDIX I:
Completed Theses & Dissertations
<table>
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<tr>
<th>2004-05</th>
<th>Degree</th>
<th>Name</th>
<th>Manuscript Title</th>
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<tr>
<td>Ed.D.</td>
<td>Galen</td>
<td>Organizational and Individual Factors Related to Retention of County Extension Agents Employed by Texas Cooperative Extension (Fall 2004)</td>
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<td>Chandler</td>
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<td>Ed.D.</td>
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<td>Mass Median as a Delivery Method in an Urban County (Spring 2005)</td>
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<td>Woodson</td>
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<td>M.S. Ag. Ed.</td>
<td>Kirsten</td>
<td>An Examination of the Factors that Influence the Decision to Participate in Youth Leadership Development Opportunities in Rural High School in Three Southern States. (Spring 2005)</td>
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<td>Compton</td>
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<td>M.S. Ag. Ed.</td>
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<td>Cognitive and Affective Responses by West Texans to Agricultural News: A Comparison of Four English and Spanish Presentation Media (Fall 2004)</td>
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<td>M.S. Ag. Ed.</td>
<td>Ashlee</td>
<td>Influence of an Agricultural Media Resource on the Texas Print Media’s Ability to Report Objectively on Cotton. (Fall 2004) *Received 2004 Outstanding Proposal ACE</td>
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<td>Richard</td>
<td>Preparation to Teach Agricultural Mechanics: A Qualitative Case Study of Expert Agricultural Science and Technology Teachers in Texas. (Fall 2005)</td>
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<td>Ed.D.</td>
<td>John</td>
<td>Agricultural Education Student Teachers’ Confidence And Knowledge: Teaching Special Needs Students. (Fall 2005)</td>
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<td>Ed.D.</td>
<td>Patrick</td>
<td>Diffusion Of The Texas Cooperative Extension’s Horse Theft Awareness And Prevention Initiative. (Fall 2005)</td>
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<td>M.S. Ag. Ed.</td>
<td>Shelby</td>
<td>Usability Analysis of the USDA-ARS Ogallala Initiative Web Site. (Spring 2006)</td>
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<td>M.S. Ag. Ed.</td>
<td>Jessica</td>
<td>An Examination of Factors Considered by the Texas Print Media on the use of a Media Resource Tool. (Fall 2005)</td>
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<td>M.S. Ag. Ed.</td>
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<td>Evaluating the Relationships of New Mexico Cooperative Extension Service Agents and New Mexico Newspapers. (Fall 2005)</td>
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<td>Effects Of Divergent Thinking Techniques Upon Creative Thinking Abilities Of Collegiate Students In Agricultural Systems Management Courses (Spring 2006)</td>
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<td>Creating a Promotional DVD for an International Agricultural Research Center: A Delphi Study. (Summer 2006)</td>
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<td>Ed.D.</td>
<td>Kim Alexander</td>
<td>Effects Of Instruction In Creative Problem Solving On Cognition, Creativity, And Satisfaction Among Ninth Grade Students In An Introduction To World Agricultural Science And Technology Course. (Spring 2007)</td>
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<td>Ed.D.</td>
<td>Cindy Chaney</td>
<td>Work-Life Variables Influencing Attrition among Beginning Agriscience Teachers of Texas. (Spring 2007)</td>
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<td>Ed.D.</td>
<td>Darrell Dromgoole</td>
<td>A Study To Determine If In-Depth Professional Training Provided To Extension Educators On Program Development Has An Affect On Planning, Implementing, And Evaluating Extension Education Programs. (Spring 2007)</td>
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<td>Ed.D.</td>
<td>Melinda Findley</td>
<td>Membership Organization Communication: An Interpretive Analysis of Agricultural Producers’ Perspective on Relationships with Checkoff Organizations. (Spring 2007)</td>
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<td>Ed.D.</td>
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<td>Characteristics, Conformations and Challenges of Postsecondary Students Engaged in Independent Asynchronous Laboratory Studies: A Qualitative Cross-Case Analysis of Distance Education Laboratories. (Fall 2006)</td>
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<td>Ed.D.</td>
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<td>Factors Affecting Student Retention Within A Faculty-Centered Student Advisement Program At A Rural Community College. (Spring 2007)</td>
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<td>Ed.D.</td>
<td>Thomas Kipkurgat</td>
<td>Agricultural sciences curriculum for Messiah Theological Institute in Mbale, Uganda: A needs assessment. (Fall 2006)</td>
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<td>Ed.D.</td>
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<td>The Relationship between Emotional Intelligence, Character, and Leadership Traits in Members of the Texas 4-H Council. (Summer 2007)</td>
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<td>Ed.D.</td>
<td>Zana Matthies</td>
<td>An Examination Of Instructional Strategies Designed To Enhance Divergent Thinking Within A Sixth-Grade Social Studies Class. (Fall 2006)</td>
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<td>Ed.D.</td>
<td>Patrick Pauley</td>
<td>Political And Civic Engagement Of Agriculture Producers Who Operate In Selected Idaho And Texas Counties Dependent On Irrigation. . (Summer 2007)</td>
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<td>Ed.D.</td>
<td>Carol Woodward</td>
<td>An Examination Of The Reading Levels Of Preservice Agricultural Education Teachers And The Texas Exam. (Summer 2007)</td>
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<td>M.S. Ag. Comm.</td>
<td>Erica Irlbeck</td>
<td>Meth Use and Attitudes in Rural West Texas. (Spring 2007)</td>
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<td>M.S. Ag. Ed.</td>
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<td><em>West Texas Newspaper Editors’ Use of News Determinants when Covering Water-Related Issues.</em> (Fall 2006)</td>
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<td>M.S. Ag. Ed.</td>
<td>Rachel Bobbitt</td>
<td><em>Factors Influencing Recruitment, Retention, and Job Placement in the College of Agricultural Sciences and Natural Resources at Texas Tech University.</em> (Fall 2006)</td>
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<td>M.S. Ag. Ed.</td>
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<td><em>An Examination Of Rural Small Acreage Homeowners In Three West Texas Counties.</em> (Summer 2007)</td>
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<td>M.S. Ag. Ed.</td>
<td>Kim Cooper</td>
<td><em>Usability Evaluation of an Online Cotton Media Resource Guide.</em> (Fall 2006)</td>
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<td>M.S. Ag. Ed.</td>
<td>Moriah Jennings</td>
<td><em>Needs Assessment of Beef Cattle Industry and Knowledge of Food Safety Issues.</em> (Fall 2006)</td>
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<td>M.S. Ag. Ed.</td>
<td>Jamie Keller</td>
<td><em>Beef Cattle Producers’ Perceptions and Behaviors Towards Website Credibility, E-commerce and Online Auctions.</em> (Fall 2006)</td>
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### 2006-07 (continued)

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<td>M.S. Ag. Ed.</td>
<td>Pamela Miller</td>
<td>West Texas High School Agriscience Teachers’ Knowledge, Confidence, And Attitudes Towards Teaching Water Quantity-Related Topics. (Fall 2006)</td>
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<tr>
<td>M.S. Ag. Ed.</td>
<td>Lacey Quebe</td>
<td>An Analysis of Consumer Perceptions of Ground Beef Labeling concerning Lactic Acid Bacteria Additives. (Fall 2006)</td>
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<tr>
<td>M.S. Ag. Ed.</td>
<td>Lindsay West</td>
<td>Examination of Professional Development Status of the Agricultural Media Summit-Sponsoring Organizations’ Active Member. (Fall 2006)</td>
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### 2007-08

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<td>Ed.D.</td>
<td>Stephen Lewis</td>
<td>Impact Assessment Of The Nevada 4-H Program: An Examination Of Public School Students’ Perceptions And Behavior. (Fall 2007)</td>
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<td>Ed.D.</td>
<td>Rene Miller</td>
<td>Communities of Practice: The Utility of Web-based Communication Tools in Assisting New, Adult, Online Learners’ Transition to Formal Distance Education. (Fall 2007)</td>
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<td>Ed.D.</td>
<td>Kevin Williams</td>
<td>A Comparison of Factors Influencing Choice Degree Programs. (Fall 2007)</td>
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<td>M.S. Ag. Comm.</td>
<td>Alyx Oshel</td>
<td>Self Perceived Change in Attitude of Media and Media Interviews by Texas Agricultural Producers. (Summer 2008)</td>
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<td>M.S. Ag. Ed.</td>
<td>Aaron Bednarz</td>
<td>Evaluating The Effectiveness Of Integrating Agricultural Science And Technology With Algebra I On The Results Of The Texas Assessment Of Knowledge And Skills Mathematics Test. (Fall 2007)</td>
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<td>M.S. Ag. Ed.</td>
<td>Karin Fritz</td>
<td>Determining an Impact of Effectiveness of Different Teaching Strategies when Incorporating the iPod into the Classroom. (Fall 2007)</td>
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<td>M.S. Ag. Ed.</td>
<td>Laura Lemons</td>
<td>An Assessment of Perceived verses True Knowledge of Beef Cattle Producers Regarding Pre-Harvest Food Safety. (Fall 2007)</td>
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<td>M.S. Ag. Ed.</td>
<td>Erin McLaughlin</td>
<td>A Comparison Of First And Fifth Year Texas Agriculture Teachers On Personal Teaching Efficacy, General Teaching Efficacy And Content Efficacy. (Fall 2007)</td>
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<td>M.S. Ag. Ed.</td>
<td>Kyle Pate</td>
<td>Retrospective Posttest Assessment on Attitude and Knowledge of Secondary Students Participating in a Summer Recruitment Program. (Spring 2008)</td>
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<td>Ed.D.</td>
<td>Erica Irlbeck</td>
<td><em>A Case Study of the 2008 Salmonella in Salsa Outbreak.</em> (Summer 2009) <strong>Received 2010 Outstanding Dissertation by ACE</strong></td>
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<td>Ed.D.</td>
<td>Rudolph Ritz</td>
<td><em>The Effects Of A Time Management Seminar On Stress And Job Satisfaction Of Beginning Agricultural Science Teachers.</em> (Summer 2009)</td>
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<td>M.S. Ag. Comm.</td>
<td>L.J. Ashorn</td>
<td><em>The Impact of Extracurricular Participation on the first year college experience of Freshman in a College of Agriculture.</em> (Spring 2009)</td>
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<td>Kelly Ayers</td>
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<td>M.S. Ag. Comm.</td>
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<td><em>The Relationship between On-Campus Learning Communities and First-Year University Student Success Factors.</em> (Fall 2008)</td>
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<td>Katie Leigh</td>
<td><em>A Qualitative Investigation of the Factors that Influence Crop Planting and Water Management in West Texas.</em> (Fall 2008)</td>
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<td>M.S. Ag. Comm.</td>
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<td><em>An Analysis of the Effect Self-Efficacy has on Interest for Minority Students Towards an Agricultural Major/Career.</em> (Fall 2008)</td>
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<td>M.S. Ag. Comm.</td>
<td>CassiDe Street</td>
<td><em>Predicting the Retention of Freshmen Students in the College of Agricultural Sciences and Natural Resources at Texas Tech University by using the Student Readiness Inventory.</em> (Summer 2009)</td>
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<td>M.S. Ag. Comm.</td>
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<td><em>The Relationship Of Trust And Personality Factors Of A Knowledge Source On The Information Seeking Behaviors Of Agriculture Professionals.</em> (Summer 2009)</td>
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<td>M.S. Ag. Comm.</td>
<td>Claire Williams</td>
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<td>M.S. Ag. Comm.</td>
<td>Landi Woolley</td>
<td><em>Evaluation of Participants’ Knowledge and Satisfaction scores in an International HACCP Workshop.</em> (Summer 2009)</td>
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<td>M.S. Ag. Ed.</td>
<td>Porsha Bryant</td>
<td><em>The Relationship Between Pre-Service Teacher’s Psychological Types, Critical Thinking Abilities, And Teacher Efficacy On Perceived Performance.</em> (Spring 2009)</td>
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<td>Ed.D.</td>
<td>Wayne Atchley</td>
<td>A Comparison of Student Retention and Performance in Online vs. Traditional Courses. (Summer 2010)</td>
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<td>Ed.D.</td>
<td>Angela Burkham</td>
<td>The Relationship of Emotional Intelligence and Transformational Leadership Behavior in Texas AgriLife Extension Service Mid-Managers. (Summer 2010)</td>
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<td>Ed.D.</td>
<td>Tom Kingery</td>
<td>The Inclusion and Content of an International Agriculture Education Course at the Post Secondary Level: A Delphi Study. (Spring 2010)</td>
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<td>Ed.D.</td>
<td>Allen Malone</td>
<td>The Effectiveness Of Leadership Development Programs On Small Farm Producers. (Summer 2010)</td>
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<td>Ed.D.</td>
<td>Owen Roberts</td>
<td>A Model for Student Learning in Knowledge Translation and Transfer in Ontario. (Summer 2010)</td>
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<td>Communicating Agriculture Messages Through Social Media. (Summer 2010)</td>
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<td>M.S. Ag. Comm.</td>
<td>Stayton Bonner</td>
<td>McCamey: The Fall &amp; Rise of a West Texas Wind Farm Community. (Fall 2009)</td>
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<td>M.S. Ag. Comm.</td>
<td>Kori Dunn</td>
<td>Usability Testing and Evaluation of the Texas Tech Sorghum Research Initiative Web Site. (Fall 2009)</td>
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<td>M.S. Ag. Comm.</td>
<td>Abby McCulloch</td>
<td>Self Service Hot and Cold Food Bar Food Safety Training for Employees. (Fall 2009)</td>
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<td>M.S. Ag. Comm.</td>
<td>Megan Mitchell</td>
<td>An Examination of Lubbock Area Residents’ Beef Consumption Knowledge, Attitudes, and Behaviors. (Spring 2010)</td>
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<td>M.S. Ag. Comm.</td>
<td>Rachel Oates</td>
<td>An Examination of Recruitment Factors on the Decision Making Process of Students Attending a College Freshman Orientation Program. (Fall 2009)</td>
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<td>M.S. Ag. Comm.</td>
<td>Tobin Redwine</td>
<td>An Examination of Factors that Influence Career Decision Making Ability of Undergraduates Enrolled in the College of Agricultural Sciences and Natural Resources. (Fall 2009)</td>
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<td>M.S. Ag. Ed.</td>
<td>Joe Barbour</td>
<td>Use and Impact of Advisory Committees on Secondary Agricultural Programs in Texas. (Summer 2010)</td>
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<td>M.S. Ag. Ed.</td>
<td>Brandon Hatter</td>
<td><em>Effectiveness of Texas AgriLife Extension Service’s South Region Excellence in Programming Academy: A Follow-up Study.</em> (Fall 2009)</td>
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<td>M.S. Ag. Ed.</td>
<td>Heather Jones</td>
<td><em>The Influence of a Professional Development Workshop on Teachers’ Intentions to Include Water Management Content into Their Local Agriscience Curriculum.</em> (Spring 2010)</td>
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<td>M.S. Ag. Ed.</td>
<td>Amanda Wall</td>
<td><em>The Needs of Alternatively Certified Agri-Science Teachers in Texas.</em> (Spring 2010)</td>
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</table>
APPENDIX J:
Publications and Creative Activities


**Books/Book Chapters**


**Other Publications**


**Presentations/Posters**


_Agricultural Education and Communications_


32. Vinyard, A., **Akers, C., Doerfert, C., Davis, C.,** & Oskam, J. (2005) An examination of the Texas print media’s ability to report objectively on cotton following the dissemination of an agricultural media resource. *Proceedings of the Western Region Agricultural Education Research Conference, Prescott, AZ.*

33. Vinyard, A., **Akers, C., Doerfert, C., Davis, C.,** & Oskam, J. (2005) An examination of the Texas print media’s ability to report objectively on cotton following the dissemination of an agricultural media resource. *Proceedings of the National Agricultural Education Research Conference, San Antonio, TX.*

Invited Presentations & Lectures

15. Doerfert, D. L. (2005). Overview of the Doc@Distance program, Presentation at the CASNR Advisory Council Meeting, Lubbock, TX.

2005/06

Refereed Articles/Abstracts


**Books/Book Chapters**

None

**Other Publications**


**Presentations/Posters**


*Invited Presentations & Lectures*


Refereed Articles/Abstracts


Books/Book Chapters

None

Other Publications


---

**Presentations/Posters**


*Invited Presentations & Lectures*


Referred Articles/Abstracts


Books/Book Chapters

None

Other Publications

None

Presentations/Posters


29. **Jennings, M., Brashears, M.T., Burris, S.** & **Akers, C.** (2008). A national evaluation of the beef cattle industry’s use of communication channels to obtain information regarding food safety. *Proceedings of the Southern Section, Agricultural Communications Research Conference*, February 2-5, Dallas, TX.


33. **Lemons, L., Jennings, M., Beyers, T.,** & **Brashears, M.T.** (2007). An evaluation of the beef cattle industry’s use of communication channels to obtain information regarding food safety. *Poster presented at the Meeting of the National Agricultural Education Research Conference*, May 16-18, Minneapolis, MN.


**Invited Presentations & Lectures**


### 2008/09

**Refereed Articles/Abstracts**


**Books/Book Chapters**


**Other Publications**
None

**Presentations/Posters**


Invited Presentations & Lectures


2009/10

Refereed Articles/Abstracts


**Books/Book Chapters**


**Other Publications**

None

**Presentations/Posters**


*Invited Presentations & Lectures*


5. Irlbeck, E. (2010). Texas Tech University Department of Agricultural Education and Communications—NVivo is Ncredible! *Workshop on NVivo Qualitative Data Analysis Software*.


APPENDIX K:
Faculty Responsibilities & Leadership in Professional Societies
2004/05

Editor/Editorial
2. *Southern Journal of Agricultural Education Research* Editorial Review Board (Brashears)
3. Chairman of the Editing Managing Board of *The Agricultural Education Magazine* (Smith)

Executive Board
1. National FFA Foundation Board of Directors (Fraze)
2. Consultant to National FFA Board of Directors (Fraze)

Officer in National Organization
1. ACE Academic Program Special Interest Group Chair (Akers)
2. Business Manager of *The Agricultural Education Magazine* (Smith)

Committees
1. AAAE Western Region Member Services Committee (Akers)
2. ACE Professional Development Committee (Akers)
3. ACE Agricultural Communications Summit Planning Committee (Akers & Doerfert)
4. AAAE Southern Region Research Committee (Brashears)
5. AAAE Research Committee (Brashears)
6. Chair, AAAE Agricultural Communications Special Interest Group (Doerfert)
7. AAAE Southern Region Vice President (Smith)

2005/06

Editor/Editorial
2. *Southern Journal of Agricultural Education Research* Editorial Review Board (Brashears)
3. *Journal of Agricultural Education* Managing Editing Board (Lawver)

Executive Board
1. National FFA Foundation Board of Directors (Fraze)
2. Consultant to National FFA Board of Directors (Fraze)

Officer in National Organization
1. Business Manager of *The Agricultural Education Magazine* (Smith)
2. President-elect of the AAAE (Smith)

Committees
1. AAAE Western Region Member Services Committee (Akers)
2. ACE Professional Development Committee (Akers)
3. AAEE Southern Region Research Committee (Brashears)
4. AAEE Southern Region Research Committee Vice Chair (Brashears)
5. AAEE Research Committee (Brashears)
6. Chair, AAEE Agricultural Communications Special Interest Group (Doerfert)
7. Member, Planning Committee for 2005 ACE National Meeting in San Antonio (Doerfert)
8. AAEE Southern Region Vice President (Smith)

2006/07

Editor/Editorial
1. Journal of Agricultural Education Review Board (Akers, Fraze)
2. Member, Editing Managing Board, Journal of Agricultural Education (Baker, Lawver)
3. Editor-elect, Southern Journal of Agricultural Education Research (Brashears)
4. Southern Journal of Agricultural Education Research Editorial Review Board (Brashears)

Executive Board

Officer in National Organization
1. AAEE Western Region Secretary (Fraze)
2. Business Manager of The Agricultural Education Magazine (Smith)

Committees
1. AAEE Western Region Member Services Committee (Akers)
2. ACE Professional Development Committee (Akers)
3. AAEE Southern Region Research Committee Chair (Brashears)
4. AAEE Research Committee (Brashears)
5. Chair, AAEE Agricultural Communications Special Interest Group (Doerfert)

2007/08

Editor/Editorial
1. Journal of Agricultural Education Review Board (Akers, Fraze)
2. Editor, Southern Journal of Agricultural Education Research (Brashears)
3. Journal of Agricultural Education Managing Editing Board (Lawver)

Executive Board

Officer in National Organization
- AAEE Western Region Secretary (Fraze)

Committees
1. AAEE Western Region Member Services Committee (Akers)
2. Vice Chair of AAAE Member Service Committee (Akers)
3. Subcommittee on AAAE Regional Alignment (Akers)
4. ACE Professional Development Committee (Akers)
5. Chair, AAAE Agricultural Communications Special Interest Group (Doerfert)
6. AAAE Western Region Research Committee (Doerfert, Fraze)
7. AAAE National Research Committee (Fraze)
8. ACE Academic Programs SIG Vice-chair elect (Meyers)

2008/09

Editor/Editorial
1. *Journal of Applied Communications* Review Board (Akers)
2. Chair, Editing Managing Board, *Journal of Agricultural Education* (Baker)
3. Editor, *Southern Journal of Agricultural Education Research* (Brashears)
4. AAAE National Agricultural Education Research Conference Co-Chair (Brashears, Fraze)
5. *Journal of Agricultural Education* Editorial Review Board (Fraze)
6. *Journal of Agricultural Education* Managing Editing Board (Lawver)

Executive Board

Officer in National Organization
1. Alternative Vice-President for AAAE Southern Region (Brashears)
2. AAAE Western Region President-Elect (Fraze)
3. AAAE Western Region Secretary (Fraze)

Committees
1. AAAE Western Region Member Services Committee (Akers)
2. Vice Chair of AAAE Member Service Committee (Akers)
3. Chair of AAAE Member Services Committee (Akers)
4. Subcommittee on AAAE Regional Alignment (Akers)
5. ACE Academic Programs SIG Vice-chair (Meyers)

2009/10

Editor/Editorial
1. *Journal of Applied Communications* Review Board (Akers)
2. Editor, *Southern Journal of Agricultural Education Research* (Brashears)

Executive Board
1. Journal of Agricultural Education (JAE) Managing Editing Board (Akers)
2. AAAE Executive Board of Directors (Fraze)
3. National Association of Farm Broadcasting—Allied Industry Council Member (Irlbeck)
4. AAAE Representative to the National FFA Awards and Recognition Advisory Committee (Ulmer)

Officer in National Organization
1. AAAE Western Region Secretary Elect (Akers)
2. Alternative Vice-President for AAAE Southern Region (Brashears)
3. AAAE Western Region President-Elect (Fraze)
4. President Elect, Association for International Agricultural and Extension Education (Lawver)

Committees
1. AAAE Western Region Member Services Committee (Akers)
2. Chair of AAAE Member Services Committee (Akers)
3. ACE Academic Programs Special Interest Group Vice-Chair (Irlbeck)
4. ACE Academic Programs SIG Chair (Meyers)
5. AAAE Western Region Professional Development Committee (Ritz)
APPENDIX L: Proposed Ph.D. Program

Proposed Ph. D. Program

Proposed Ph.D. Experience Plan

Recruitment Plan for Underrepresented Students into the Ph.D. Program
Doctor of Philosophy (Ph.D.) in Human Dimensions of Agricultural Sciences

The Doctor of Philosophy in Human Dimensions of Agriculture requires a minimum of 60 semester hours of graduate coursework beyond the bachelor’s degree along with the development of a dissertation (12 hours). The purpose of the degree program is to provide an opportunity for advance study in the human dimensions of agriculture (agricultural communications, agricultural education, & agricultural leadership) for students and to meet the growing demand for college and university faculty who can provide instruction in more than one human dimension of agriculture. This degree will provide a resident experience specifically designed to prepare students for the rigors of a faculty position including successful scholarship in academic and research appointments.

At or near the end of course work, the student will take a qualifying examination that requires a synthesis and application of knowledge acquired during the course of study for the doctoral student. The major portion of the examination is ordinarily a written exam requiring at least sixteen hours spread over four business days. This qualifying examination process also includes an oral examination under the supervision of the committee and any other professors who may be invited to participate.

CURRICULUM (Minimum of 60 hours beyond Bachelor’s)

Foundation (6 hours)

Designed to prepare graduates with the essential foundations for success in 21st century academic institutions. Students will choose six hours from the Department’s established foundation courses:

- ACOM 5306 Foundations of Agricultural Communications
- AGED 5306 History & Philosophy of Agricultural and Extension Education
- AGLS 6304 Theoretical Foundation of Agricultural Leadership

Core (24 hours)

Designed to prepare graduates with the essential foundations for success in 21st century academic institutions. Twelve of the 24 hours will be gained through four required courses

Required (9 hours)

- AGED 5305 Program Development in Agricultural and Extension Education
- AGED 5310 College Teaching in Agriculture
- AGED 6301 The Professorate

Optional (select 15 hours)

- ACOM 5201 Contemporary Issues in Agricultural Communication
- ACOM 5302 Knowledge Management in Agricultural and Natural Resources
- ACOM 5303 Advanced Computer Applications in Agricultural Communications
- ACOM 5304 Risk and Crisis Communications in Agriculture and Natural Resources
• ACOM 5307 Methods of Technological Change
• ACOM 5308 Utilizing Online Media in Agricultural Communications
• AGED 5308 Foundations of Adult Education
• AGED 5309 Evaluation of Programs in Vocational, Technical, and Extension Education
• AGED 5311 Human Dimension of International Agricultural Development
• AGED 7100 Graduate Seminar

Research and Statistics (21 hours)

Designed to prepare graduates in quantitative and qualitative research methodologies as well as advanced data analysis techniques. Two departmental courses (6 hours) are required of all students. The remaining 15 hours will be determined with the student’s graduate committee and will likely include advanced statistical analysis methodologies as advanced study in quantitative and/or qualitative research methodologies from departments and colleges outside of Agricultural Education & Communications (e.g. Educational Psychology). Required courses are:
  • AGED 5302 Research Methods and Analysis in Agricultural Education and Communications
  • AGED 5312 Assessing Program Effectiveness in Agriculture and Extended Education

Supporting Field (9 hours)

Each student will select a minimum of nine hours that will serve as a support area for his or her degree program. These courses will be selected as advance study towards the student’s personal goals as a scholar in the human dimensions of agriculture. As such, the student will work closely with their graduate committee in selecting the appropriate courses giving consideration to the areas of communications, education (including distance education), leadership, extension, and international agriculture.

Dissertation Research (12 hours)

The proposed doctoral degree program will require all students to complete a dissertation representing independent work completed by the student.

• AGED 8000 – Doctor’s Dissertation (V1-12)

Required Experience Plan

All doctoral students in consultation with their major professor and graduate committee are expected to develop a written experience plan to be approved along with their Program of Study. Each experience plan shall be a detailed plan that takes into consideration previous experience and builds upon and broadens that. A person with a Ph.D. degree in Human Dimensions of Agriculture is expected to have experiences in all areas, including teaching, communications, extension, distance education, international, and research. Guidelines for the experience plan include the following: (1) ten or more experiences, including a grant proposal, a professional meeting, and an article, poster, or presentation proposal; (2) a checklist format with times to be completed; (3) a broad expanse of experiences, not just those related to previous experiences or career goals; and (4) expected reporting times and formats, either written or verbal. The plan is to be reviewed by the student’s graduate committee on an annual basis.
All doctoral students in consultation with their major professors are expected to develop a
written experience plan to be approved along with their Program of Study. Each experience plan
shall be a detailed plan that takes into consideration previous experience and builds upon and
broadens that. The plan is to be reviewed by the student’s graduate committee on an annual
basis. The graduate coordinator will be in charge of monitoring that the plans are filed.

A person with a Ph.D. degree in Human Dimensions of Agriculture is expected to have
experiences in all areas, including teaching, communications, extension, international, and
research. Guidelines for the experience plan include the following: (1) ten or more experiences,
including a grant proposal, a professional meeting, and an article, poster, or presentation
proposal; (2) a checklist format with times to be completed; (3) a broad expanse of experiences,
not just those related to previous experiences or career goals; and (4) expected reporting times
and formats, either written or verbal.

The following is a partial list of possible settings and opportunities that occur annually. Specific
requirements for observation and participation should be delineated in each individual plan. The
description should include the level of participation in the activity and what the student learned
as an outcome of participation.
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<th>DESCRIPTION OF PARTICIPATION &amp; OUTCOME</th>
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<td>ACT club meetings</td>
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<td>State Extension Specialist or field specialist</td>
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<td>4-H camps</td>
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<td><strong>TEACHER EDUCATION</strong></td>
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<td>Collegiate FFA club meetings</td>
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Recruitment Plan for Underrepresented Students for the Ph.D. in Human Dimensions of Agricultural Sciences

Knowledge belongs to everyone. A university is a gathering of diverse minds. At Texas Tech, our commitment to diversity extends to our students, faculty and staff—and runs throughout our curriculum. We believe knowledge is best shared with all people and strive to create an environment reflective of an increasingly diverse global landscape. We believe everyone has a contribution to make to this gathering of minds.

We know that it takes a measure of commitment over a period of time for a department to realize strong, consistent, positive results in the recruitment and retention of underrepresented minority graduate students. The need for an institution-wide commitment to diversity must include a comprehensive plan and process. From a philosophical to a financial basis, from responding to specific needs to removing potential barriers, each aspect must form the base of all admission and recruitment efforts.

The following proposal addendum contains information from the Department of Agricultural Education and Communications at Texas Tech University regarding the current gender and ethnic makeup of the doctoral students currently enrolled in both the resident and distance-delivered joint doctoral degree with Texas A&M University. The addendum also includes information on the main feeder degree programs for the Ph.D. in Human Dimensions of Agricultural Sciences – the M.S. in Agricultural Education and M.S. in Agricultural Communications degree programs. The addendum further details current recruitment activities and future plans for the Department of Agricultural Education and Communications to attract female and ethnically diverse students into the Ph.D. program as well as all undergraduate and graduate agriculture-related programs within the Department.

Current Status of Underrepresented Faculty and Students

The first step in recruiting underrepresented students is to express the value of diversity in our faculty. The Department of Agricultural Education and Communications faculty currently includes three females and one Hispanic male resulting in a diverse faculty that is 40% from underrepresented populations. Building on this faculty composition, our graduate programs also reflect our commitment to diversity. Within our 43 doctoral students (resident and the distance-delivered joint degree), 48.8% of the enrollment is female and 13.9% are from underrepresented ethnic groups (Table 1).

In addition to valuing gender and ethnic diversity of our graduate student population, we also seek to increase the geographic diversity represented in our Department. Our current resident doctoral students were recruited from Colorado, Iowa, Kansas, Missouri, New Mexico, Ohio, Oklahoma, and Texas as well as internationally (Greece). Current distance doctoral students (joint Ed.D.) were recruited from California, Florida, Kansas, Montana, North Carolina, Tennessee, and Texas as well as internationally (Canada). This geographical diversity results in an influx of thoughts and best practices from across the United States and beyond it’s borders, which has been a positive addition to our Department and our degree programs at both the undergraduate and graduate levels.

Agricultural Education and Communications
Table 1:
Current Enrollment in Resident and Distance Ed.D. Degree Programs by Gender and Ethnicity

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ethnicity</th>
<th>Ed.D.</th>
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<tbody>
<tr>
<td>Resident</td>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Asian</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Black or African American</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Joint</td>
<td>Hispanic or Latino</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>White</td>
<td>37</td>
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</table>

Current Internal Recruitment Practices

We have found that there are three factors that have positively impacted our doctoral student recruitment efforts: quality of initial contact with the Department, availability of assistantships, and quality of academic advising.

Initial Contact Quality

First impressions are important. This is no less true when recruiting underrepresented populations. As such, the Department has sought to better convey that we are a department where all students are treated equally from their initial contact, through the admission process, throughout their graduate studies, and even when they become alumni of the Department. To operationalize this goal, the Department has implemented five key elements to create a positive initial contact for prospective doctoral students. Those elements are (1) a positive, accepting work and learning environment, (2) recruitment messages and processes that better communicate our commitment to excellence and diversity, (3) regular examination of the prospective student visitation and application process to remove potential barriers to our programs, (4) fostering a sense of belonging for minority students in the department, and (5) conducting quality research that improves our understanding of minority student needs and potential barriers.

Positive, Accepting Work and Learning Environment

Creating a positive, accepting work and learning environment is a primary goal of the Department of Agricultural Education and Communications. Each member of the Department – the chair, the faculty, the staff, and the student – influences our ability to achieve this goal. As such, each activity of the Department (daily communications, teaching, research, and engagement) is designed to achieve this goal. When potential problems or shortcomings are identified, the Department addresses them quickly. In the end, when prospective students from underrepresented minority populations visit our Department and interact with its members, they will find a place they feel comfortable with and will be able to call their “second home.”

Recruitment Messages and Processes

To increase our ability to recruit underrepresented undergraduate and graduate students, we have expanded our efforts to what were historically non-traditional sources for our Department. In the
past, rural schools and their agriculture programs with homogeneous populations served as the source for students in our undergraduate program. These students were subsequently the students who continued into our doctoral degree feeder programs (master’s degrees).

Today, our Department faculty and the College of Agricultural Sciences and Natural Resources’ (CASNR) Student Services Center work together to actively pursue underrepresented students by attending and exhibiting at conferences where they are likely to be present in large numbers, such as national, state, and regional meetings. Faculty and college recruiters do preparatory work to learn what needs to be included in an exhibit to appeal to targeted student populations. These exhibits include information such as program flexibility, support structures for students, faculty-student ratio, and financial support.

At an individual level, the Department leverages faculty attendance at professional and related stakeholder meetings to identify and meet with prospective students, including those from underrepresented populations who have the potential for success in a doctoral program. These individual faculty efforts have resulted in more than 70% of the leads about prospective master’s and doctoral students, and has often resulted in students who applied and were later admitted to one of the Department’s graduate programs.

*Regular Examination of the Visitation and Application Processes*

Each year during the Department’s planning retreat, the application procedures are reexamined to ascertain if we are really asking for and measuring information that predicts student success. In addition, each graduate degree program is examined for effectiveness and potential barriers for student success with appropriate modifications be made and/or proposed to the proper approval body. The faculty also explores new options for expanding the number of assistantship positions (master’s and doctoral) positions in the Department.

To ensure consistency in our student visitation, application and admission processes, Dr. David Doerfert serves as Graduate Studies Coordinator for the Department. In this role, Dr. Doerfert provides requested information to all inquiring students, coordinates visits to the Department, assists students through the application process, and serves as interim advisor until the new student has been able to select the faculty member who will best guide their graduate studies. For prospective students needing financial assistance to visit Texas Tech and the Department, Dr. Doerfert will seek to secure funds from College and University-level sources that are then matched by Department funds. Dr. Doerfert also serves as the student advocate helping each student in need to overcome potential barriers they are facing.

In addition to this individualized student support, Dr. Doerfert provides the Department’s faculty with monthly updates on inquiries and application status on all students, as well as includes each faculty who has been involved in the recruitment of the prospective student on all communications with that student. The regular review of messages and procedures as well as the single point of contact/advocacy embodied in the Graduate Studies Coordinator position, students from underrepresented populations have a doctoral degree informational and application process that is easy to complete.
Foster a Sense of Belonging in the Department

The Department organizes several activities to foster a sense of belonging and importance in all graduate students (including underrepresented minority students) in the Department through social activities, the sharing of research presentations, and regular meetings. The social activities include individual and group activities such as birthday cards and a Departmental birthday celebration every two months for all faculty, staff and graduate birthdays during that period. It also includes other group activities like a welcome back to school party in August, a holiday party in December, a golf outing in May and luncheons that feature foods from different cultures.

To develop graduate student interest in research, a list of thesis and dissertation research presentations being conducted in the Department during each semester is sent to each graduate student with an invitation to attend as many presentations as their schedule will permit.

For doctoral students, each student is invited to participate in the monthly faculty meetings as well as the annual planning retreat. During these meetings, doctoral student input is sought on the various topics discussed during the meeting.

Quality Research That Improves Our Understanding of Needs and Potential Barriers

During the past six years, the Department has secured financial research support and has completed three research studies that examined the factors that influence underrepresented student recruitment to agriculture programs. Under the leadership of Drs. Cindy Akers, David Doerfert, and Erica Irlbeck, a USDA Higher Education Challenge Grant was secured to explore the potential impact of career-related workshop on recruiting urban minority science students to agriculture careers. The results of the research showed that a workshop can have a positive impact on improving career interest and self efficacy of these students as it relates to agricultural communications careers.

Dr. Akers and the remaining faculty have been involved in guiding for graduate level research studies that successfully resulted in three theses. In addition, a recent dissertation study related to agriculture news and Hispanic responses has provided insight on the creation of recruitment messages for this audience. The results of these studies (listed below) have been used by the faculty in their decision-making processes related to the recruitment of underrepresented minority populations. Additional research studies are underway.


Assistantships

For many of the prospective graduate students from underrepresented populations, the ability to secure an assistantship or fellowship position can make the difference on whether their admission to the graduate degree program leads to enrollment. In 2004, our Department had four doctoral-level assistantships and 12 master’s level assistantships. Today, we have increased the number of doctoral-level assistantships to seven while maintaining the number of master’s level assistantships.

In addition to growing the number of assistantships, we have been able to secure a university-funded, doctoral-level fellowship in each of the past two academic years. In deciding which applying student is awarded an assistantship, Dr. Doerfert presents a list to the faculty of all applying students who are seeking an assistantship with the Department. All of the application materials provided by the student are shared with the faculty so that each student is treated equally during the evaluation process.

While we have more applicants seeking an assistantship than we have actual positions, the Department is determined to grow its number of doctoral level positions. One planned strategy will result in two more doctoral assistantships beginning in the 2012-13 academic year.

Academic Advising Quality

We have found that the quality of our graduate-level academic advising has a positive impact on our recruitment of underrepresented students. Each faculty member is committed to mentoring their doctoral students from the start of their career to well-beyond graduation. This dedication to advising quality is found in the positive reputation that our Department has for advising and the awards we have been given.

While word-of-mouth communications is difficult to document, we have received several comments from prospective graduate students, including those from underrepresented student populations, that their interactions with current students about our department and faculty advising had a positive impact on their decision to apply. Perhaps the strongest recruitment message comes from our current students as they share with prospective students that the Department’s faculty, staff and students are open to underrepresented students, that these students are treated without a hint of discrimination, and that they successfully complete degree programs, and find good opportunities for employment upon graduation.

Another indicator of our academic advising quality is found through the graduate student thesis and dissertation research awards from related professional organizations. In the last six years, our Ed.D. doctoral students have earned three national outstanding dissertation awards and have co-authored with their advisor several outstanding research journal awards as well as national and regional research presentation and poster awards. Through these and recognitions that our master’s level students have also received for their research, our Department has increased its
national reputation for high quality graduate student research – a reflection of the quality of advising our graduate students are receiving.

**Future Recruitment Plans for the Feeder Programs**

Our two master’s-level degree programs (Agricultural Communications and Agricultural Education) provide the most visible doctoral recruitment pool for our Department. The gender distribution of this pool has shifted during the past six years as there is now a higher percentage of females enrolled in master’s degree programs (64.8%) than there are male students.

Three major activities are conducted to recruit potential doctoral students from these feeder programs. First, efforts are made by the faculty to discuss the merits of the doctoral degree program during master’s level graduate courses and individual advisement sessions. Second, the Department’s graduate student organization provides the opportunity for these master’s-level students to interact with current doctoral students about graduate education and related opportunities. Finally (as discussed earlier), the Department faculty seeks to create a positive family-like culture that includes social activities involving the faculty, staff, and all graduate students. This culture has provided an environment that has historically influenced several master’s level students to continue their education in a doctoral program.

Recruitment of underrepresented populations from these feeder programs is only as strong as the students that comprise those programs. Besides sustaining and improving these traditional activities, efforts by the Department to recruit master’s level students into these feeder programs from underrepresented populations have increased in the past six years. These increased efforts have included (1) hosting professional development workshops/conferences in Lubbock for undergraduate students (one conference drew students from ten different states), (2) conducting degree-related workshops for high school students in urban high schools with large, underrepresented populations (Houston, San Antonio, El Paso, Atlanta, Chicago) to create awareness of undergraduate and graduate educational opportunities, (3) participating in graduate education panel discussions at national undergraduate student conferences, (4) increasing the amount of print and electronic resources available to students, and (5) having discussions with high-ability undergraduate students during meetings and conferences. The impact of these increased efforts are just beginning to be realized through increases in initial contact and subsequent application. We believe that this impact will be felt in recruitment for the proposed doctoral program within 2-3 years.

**Additional Recruitment Plans**

*Recruitment Visits and Exhibits*

In the past four years, the Department has increased its recruitment of underrepresented student populations efforts beyond those related to the two previously discussed feeder degree programs. These efforts include annual recruitment trips to the National FFA Convention (where more than 3,000 high school agriculture teachers and 46,000 high school students attend) and the Agricultural Media Summit (more than 700 media professionals in attendance). Plans are being made to increase our ability to interact with prospective students from underrepresented
populations in each of these gatherings including potential workshops that would increase participant awareness of graduate education opportunities including the doctoral level.

We have also planned to improve our relationship with the staff that recruit for Texas Tech University in urban centers around the Texas (Houston, Dallas, San Antonio) in order to increase communications about the opportunities for undergraduate and graduate study in the Department. These urban centers represent locations where larger proportions of underrepresented students are engaged in agriculture/science related work or education activities.

On-campus Programs

Working closely with the College of Agricultural Sciences and Natural Resources (CASNR) to increase enrollment of underrepresented students, the Department assists CASNR to actively showcase its programs through activities with Raiders Rojos and with schools identified as having a high percentage of Hispanic and African American students. Raiders Rojos seeks to promote the retention and graduation attainment of Hispanic students within the Texas Tech University System by providing a strong support system that includes scholarship, mentoring and networking opportunities. By increasing our involvement with this event, we believe that it will have a positive future impact on our ability to recruit from the Hispanic/Latino population.

Expand Feeder Program Cultivation to the Undergraduate Level

Undergraduates may readily see the sacrifices involved in earning a doctorate, such as the many years of hard study or the loss of workplace earnings during to continued enrollment as a student. However, they are unlikely to appreciate the full set of potential benefits of staying in school to complete a doctorate degree. Plans are being finalized to better communicate the message to undergraduate and underrepresented students about the various advantages of undertaking doctoral study. These plans include sharing these messages through student advising, clubs, student orientations, departmental brochures, and courses required for the Department’s undergraduate majors. We will also provide similar messages on recruiting trips and in exhibits at meetings.

Create and Expand Current Partnerships with Undergraduate Hispanic Serving, HBCU and Native American Institutions and Organizations

In addition, the Department faculty seeks to identify and interact with outstanding master’s-level students at peer institutions as they attend various professional meetings with their respective department. Because of the positive relationships that have been developed in the past years, we have been able to successfully recruit of masters and doctoral students from inside and outside of Texas.

Building from this previous success, we will seek to establish collaborative programs between our Department and additional undergraduate institutions—especially those with large underrepresented populations—that would bring the research faculty into contact with both the faculty and students at the undergraduate institution. This will begin with the 1890 (HBCU) and 1994 (historically Native American) land grant institutions as well as the Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) student organization. Formed in 1986, MANRRRS seeks to create student-professional partnerships so that students will have
better access to government, business, and academic professions through networking with and mentoring from professionals in the field. Additional partnerships with minority-serving organizations will be explored as the potential for success is identified.

Expand Current Communication of Assistantship Openings

Currently, the faculty communicates doctoral assistantship opening internally and with peer departments within the region. Plans are underway to communicate these openings nationally and internationally on related professional organization web sites and listservs. Initial organizations that will be targeted due to their relevance to the proposed doctoral degree program are the American Association for Agricultural Educators (AAAE), the National Association of Agricultural Educators (NAAE), the Association for Communication Excellence (ACE), and the Association of Leadership Educators (ALE). Announcement of assistantship openings will also be sent to the 1890 and 1994 minority-serving colleges and universities as well as the MANRRS with a request to share this information with their students.

Cultivate Undergraduates for a Research Career

Many underrepresented students have a limited chance to learn about research. This isolation diminishes their chances to learn, in informal ways from faculty and other students, about the joys of research, the nature of a research career, and the means to achieve it. One plan we have to increase exposure of conducting research to undergraduate students is to share in classes and at undergraduate student organizational meetings a list of thesis and dissertation research presentations being conducted in the Department during each semester.

Additional plans are being formed to provide underrepresented undergraduate students first-hand experience in research. Such efforts have been conducted in the past with Honors students but little has been done to target minority students with this educational opportunity. Efforts are underway in expanding this opportunity to include more than just Honors students.

Summary

The commitment of the Departments faculty/staff and resources towards the goal of a diverse student population has resulted in early success. Our plans to improve will result in additional progress. Based on the information provided in this addendum, we believe that we can successfully recruit underrepresented students to the proposed doctoral program.
Survey Results

Faculty Survey and Results
Current Student Survey and Results
Program Graduate (Alumni) Survey and Results
### Faculty Grad Program Review

#### 1. Introduction

As you know, our Department is required every six years to conduct an evaluation of our graduate program. This year is that year.

As part of completing the evaluation, the Graduate School has provided a list of questions for the Department's resident graduate faculty (not TAMU graduate faculty) to complete about the program. This includes 24 Likert-type questions, three open-ended questions, and one demographic question. Please complete this survey before September 7th.

**1. What is your current rank?**

- [ ] Professor
- [ ] Associate Professor
- [ ] Assistant Professor

#### 2. Likert-type Questions

Below are 24 statements related to graduate education at Texas Tech University. As a member of the Department's resident graduate faculty, please use the five-point Likert-type scale below to respond to each statement. A "Not applicable" (N/A) response is also provided for each statement.

**1. The facilities and equipment available to teach graduate courses are adequate.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**2. I have adequate access to facilities and equipment needed for my graduate work.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**3. The quality and availability of departmental graduate student office space is adequate for my needs.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**4. Library resources available to me are adequate.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**5. Teaching resources (faculty, teaching assistants) are adequate to my needs.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A
**Faculty Grad Program Review**

* 6. The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
   - N/A

* 7. The graduate courses available are taught at an appropriate level and are of sufficient rigor.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
   - N/A

* 8. The graduate teaching assistants available to faculty in the program are of appropriate quality.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
   - N/A

* 9. Graduate courses in other fields, needed to support your program or minor are sufficiently available.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
   - N/A

* 10. There is adequate communication about policy and program changes in your department.
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree
    - N/A

* 11. There is adequate communication from the upper administration regarding policy changes.
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree
    - N/A

* 12. I am satisfied with the professional interaction with faculty throughout TTU.
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree
    - N/A

* 13. Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently accepted.
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree
    - N/A
**Faculty Grad Program Review**

* 14. Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

* 15. I am satisfied with the professional interaction with the graduate program coordinator(s).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

* 16. I am satisfied with the professional interaction with other faculty within the program(s).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

* 17. I am treated as a respected contributor to the graduate program in which I am involved.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

* 18. I have been given an opportunity to be engaged in decisions regarding changes in the program(s).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

* 19. Course and program changes are evaluated by all faculty and voted upon by those faculty.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

* 20. Sufficient graduate teaching assistantship stipends are available.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

* 21. The program offers adequate opportunity for its faculty to gain teaching training.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A
Faculty Grad Program Review

* 22. Graduate teaching assistantships assignments are made equitably, based on established criteria.

   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

   - N/A

* 23. Graduate program policies are clearly defined and readily available to me.

   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

   - N/A

* 24. Graduate program policies clearly identify petition and appeals procedures available.

   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

   - N/A

3. Open-ended Questions

Three open-ended questions are provided to collect your additional thoughts about the Department's graduate program. When providing your comments, please provide adequate detail to allow your comments to be combined with others in the department.

* 1. What do you consider to be the strengths of your graduate program(s)?

* 2. What changes, if any, could be made to improve the quality of your graduate program(s)?
**Faculty Grad Program Review**

3. Please feel free to add any additional comments or questions in the space below.

4. Thanks!

Thank you for sharing your thoughts and opinions about our graduate program!
### Faculty Survey Results

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<tr>
<th>Item</th>
<th>Full M SD</th>
<th>Associate M SD</th>
<th>Assistant M SD</th>
<th>Overall M SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facilities and equipment available to teach graduate courses are adequate.</td>
<td>4.33 0.58 3.00 0</td>
<td>4.40 0.55 4.20 0.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have adequate access to facilities and equipment needed for my graduate work.</td>
<td>4.67 0.58 4.00 0</td>
<td>5.00 0.00 4.67 0.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality and availability of graduate student office space is adequate for my needs.</td>
<td>4.67 0.58 3.00 1.41</td>
<td>4.20 0.45 4.10 0.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library resources available to me are adequate.</td>
<td>4.67 0.58 4.00 0</td>
<td>3.60 1.14 4.00 0.94</td>
<td></td>
<td></td>
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<tr>
<td>Teaching resources (faculty, teaching assistants) are adequate to my needs.</td>
<td>4.33 0.58 3.00 1.41</td>
<td>4.40 0.55 4.10 0.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.</td>
<td>5.00 0 4.00 0</td>
<td>4.80 0.45 4.70 0.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The graduate courses available are taught at an appropriate level and are of sufficient rigor.</td>
<td>4.67 0.58 4.00 0</td>
<td>4.60 0.55 4.50 0.53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The graduate TAs available to faculty in the program are of appropriate quality.</td>
<td>4.67 0.58 4.00 0</td>
<td>4.80 0.45 4.60 0.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate courses in other fields, needed to support your program are sufficiently available.</td>
<td>4.00 1.00 3.00 0</td>
<td>4.50 0.58 4.00 0.87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is adequate communication about policy and program changes in your department.</td>
<td>4.67 0.58 4.00 0</td>
<td>4.60 0.55 4.50 0.53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is adequate communication from the upper administration regarding policy changes.</td>
<td>4.33 0.58 3.00 0</td>
<td>4.20 0.45 4.00 0.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the professional interaction with faculty throughout TTU.</td>
<td>4.33 0.58 4.00 0</td>
<td>4.00 0.71 4.10 0.57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate courses in other fields, needed to support your program(s), are sufficiently accepted.</td>
<td>4.67 0.58 3.50 0.71</td>
<td>4.75 0.50 4.44 0.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).</td>
<td>4.67 0.58 4.00 0</td>
<td>4.67 0.58 4.50 0.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the professional interaction with the graduate program coordinator(s).</td>
<td>5.00 0 4.50 0.71</td>
<td>5.00 0 4.89 0.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the professional interaction with other faculty within the program(s).</td>
<td>5.00 0 4.00 0</td>
<td>4.80 0.45 4.70 0.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am treated as a respected contributor to the graduate program in which I am involved.</td>
<td>5.00 0 4.00 0</td>
<td>4.80 0.45 4.70 0.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have been given an opportunity to be engaged in decisions regarding changes in the program(s).</td>
<td>4.67 0.58 4.50 0.71</td>
<td>4.80 0.45 4.70 0.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course and program changes are evaluated by all faculty and voted upon by those faculty.</td>
<td>5.00 0 4.00 0</td>
<td>4.20 1.30 4.40 0.97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufficient graduate teaching assistantship stipends are available.</td>
<td>3.00 1.00 2.00 0</td>
<td>3.20 2.00 2.90 0.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program offers adequate opportunity for its faculty to gain teaching training.</td>
<td>4.67 0.58 3.50 0.71</td>
<td>4.60 0.55 4.40 0.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate teaching assistantships assignments are made equitably, based on established criteria.</td>
<td>4.33 1.16 3.50 0.71</td>
<td>3.80 0.84 3.90 0.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate program policies are clearly defined and readily available to me.</td>
<td>4.67 0.58 4.00 0</td>
<td>4.40 0.55 4.40 0.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate program policies clearly identify petition and appeals procedures available.</td>
<td>5.00 0 4.00 0</td>
<td>4.00 0 4.42 0.44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What do you consider to be the strengths of your graduate program(s)?

A. The research conducted by graduate students in our department is respected by our peers in other universities.
B. The organization of application and admission of graduate students. The graduate coordinator does an outstanding job of communicating with both current and potential graduate students and keeping faculty updated on potential students and their process of meeting admission criteria.
C. Strong group of faculty who are passionate about graduate education.
D. The faculty work well together. Our programs are rated as one of the top ten in the nation.
F. The number of delivery modes and variety of courses offered on campus and at a distance. The number of resident students on assistantship and quality of GA's.
G. Variety of faculty and their experiences.
H. Variety of classes that meet different specialization areas; skilled faculty within the department; high quality graduate students; knowledgeable department graduate coordinator.
I. The quality of the faculty, including backgrounds of professional experience, includes diverse professionalism and scholarship.
J. Outstanding faculty. Excellent working environment. High quality graduate students.

What changes, if any, could be made to improve the quality of your graduate program(s)?

A. None needed
B. The addition of the PhD would greatly improve the visibility of the program as well as opportunities for graduates at the doctoral level. Additional funding for assistantships would enhance the ability to recruit and attract quality grad students.
C. More faculty positions to teach more sections of growing courses.
D. More doctoral assistantships to help with the teaching load.
E. More money for assistantships. More space.
F. None
G. A few more courses. Occasionally I have a student run out of classes in our department. A better rotation would help.
H. Consistency between courses when taught by different instructors in the same academic year. Potentially more space for increasing number of graduate students. Better support from the graduate school including an official thesis/dissertation template designed in Word
I. The program is growing very quickly. Facilities must be upgraded to maintain and facilitate increased enrollment.
J. We need more faculty to handle the amount of graduate students.

Please feel free to add any additional comments or questions in the space below:

A. No additional comments
B. A positive for the program will be the growth and transition to more of a doctoral graduate program.
C. The faculty is over worked. We need staff assistance (ie. book keeper) as well as doctoral assistantships to help with the teaching load.

Agricultural Education and Communications
### Ag. Education & Communications Graduate Program Review - Current

#### 1. Seeking Your Input

Texas Tech's Graduate School requires that departments evaluate their graduate program once every six years. This fall is our Department's turn to complete this review process.

As part of the evaluation, students enrolled in the program are asked to complete a short questionnaire about the program. This questionnaire was designed by the Graduate School and has a few demographic questions, 26 Likert-type questions, and four open-ended questions. The results from this survey, coupled with other data about the program's performance over the past six years, will be used to complete the report -- the results of which will be used to shape the program for years to come.

Please try to complete this questionnaire by Friday, September 17th.

#### 2. Demographics

* 1. What is your gender?
   - [ ] Female
   - [ ] Male

* 2. Please choose the option that best describes you.
   - [ ] Doctoral
   - [ ] Masters
   - [ ] Other (e.g. GTMP)

#### 3. Master's degrees

* 1. Which masters-level degree program are you pursuing?
   - [ ] Agricultural Communications
   - [ ] Agricultural Education (resident degree)
   - [ ] Agricultural Education (distance delivered)
   - [ ] Master’s of Agriculture degree in Agricultural Education
   - [ ] Master’s of Agriculture degree in Educational Leadership (for principal certification)

* 2. Will you be completing a thesis as part of your master's degree?
   - [ ] Yes
   - [ ] No
   - [ ] Undecided

#### 4. Doctoral degrees
### Ag. Education & Communications Graduate Program Review - Current

**1. Which doctoral degree program are you completing?**

- Ed.D. as a resident degree in Lubbock
- Ed.D. as part of the joint degree program with Texas A&M (Distance)

### 5. Likert Questions

**1. The research facilities and equipment available for my graduate research meet my needs.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

**2. I have adequate access to facilities and equipment needed for my graduate work.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

**3. The quality and availability of departmental graduate student office space is adequate for my needs.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

**4. Library resources available to me are adequate.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

**5. Teaching resources (faculty, teaching assistants) are adequate for my needs.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

**6. The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

**7. The graduate courses available are taught at an appropriate level and are of sufficient rigor.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A
# Ag. Education & Communications Graduate Program Review - Current

**8. The graduate teaching by faculty in the program is of appropriate quality.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**9. Graduate courses in other fields, needed to support your program or minor, are sufficiently available.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**10. Program seminars are adequate to keep me informed of developments in my field.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**11. The initial advising I received when I entered the program was an adequate orientation.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**12. I have a department mailbox or other form of communication with faculty and graduate students.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**13. I have adequate access to my major professor.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**14. I am receiving the research and professional development guidance I need.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**15. I am satisfied with the professional interaction with my major professor.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**16. I am satisfied with the professional interaction with faculty both within the program and throughout TTU.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A
### Ag. Education & Communications Graduate Program Review - Current

* **17. I am treated as a respected contributor to the research program in which I am involved.**
  - [ ] Strongly Agree
  - [ ] Agree
  - [ ] Neutral
  - [ ] Disagree
  - [ ] Strongly Disagree
  - [ ] N/A

* **18. I have been given an opportunity to be engaged in significant research for my thesis or dissertation.**
  - [ ] Strongly Agree
  - [ ] Agree
  - [ ] Neutral
  - [ ] Disagree
  - [ ] Strongly Disagree
  - [ ] N/A

* **19. If I decided to change my major professor, the mechanism for doing so is suitable.**
  - [ ] Strongly Agree
  - [ ] Agree
  - [ ] Neutral
  - [ ] Disagree
  - [ ] Strongly Disagree
  - [ ] N/A

* **20. I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings.**
  - [ ] Strongly Agree
  - [ ] Agree
  - [ ] Neutral
  - [ ] Disagree
  - [ ] Strongly Disagree
  - [ ] N/A

* **21. Graduate teaching or research assistantship stipends are adequate.**
  - [ ] Strongly Agree
  - [ ] Agree
  - [ ] Neutral
  - [ ] Disagree
  - [ ] Strongly Disagree
  - [ ] N/A

* **22. The program offers adequate opportunity for its graduate students to gain teaching experience.**
  - [ ] Strongly Agree
  - [ ] Agree
  - [ ] Neutral
  - [ ] Disagree
  - [ ] Strongly Disagree
  - [ ] N/A

* **23. Graduate teaching assistantships, assignments are made equitably, based on established criteria.**
  - [ ] Strongly Agree
  - [ ] Agree
  - [ ] Neutral
  - [ ] Disagree
  - [ ] Strongly Disagree
  - [ ] N/A

* **24. Program policies are clearly defined and readily available to me.**
  - [ ] Strongly Agree
  - [ ] Agree
  - [ ] Neutral
  - [ ] Disagree
  - [ ] Strongly Disagree
  - [ ] N/A
Ag. Education & Communications Graduate Program Review - Current

* 25. Graduate program policies clearly identify petition and appeals procedures available to me.

   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Neutral
   - [ ] Disagree
   - [ ] Strongly Disagree
   - [ ] N/A

* 26. There is a well-established mechanism for regular graduate student participation in decisions affecting students, whenever it is appropriate.

   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Neutral
   - [ ] Disagree
   - [ ] Strongly Disagree
   - [ ] N/A

6. Open-ended Questions

* 1. What do you consider to be the strengths of your graduate program(s)?

* 2. What do you consider to be the weakness of this program?
**Ag. Education & Communications Graduate Program Review - Current**

* 3. What changes, if any, could be made to improve the quality of your graduate program(s)?

4. Please feel free to add any additional comments or questions in the space below.

7. **Thank you for your time in completing this survey!**

With your help, we hope to make our program the best in the nation.
Current Student Survey Results

<table>
<thead>
<tr>
<th>Statement</th>
<th>Doctoral Degree Programs</th>
<th>Master’s Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resident ((n = 11))</td>
<td>Distance ((n = 9))</td>
</tr>
<tr>
<td>The research facilities and equipment available for my graduate research</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>meet my needs.</td>
<td>4.14</td>
<td>0.69</td>
</tr>
<tr>
<td>I have adequate access to facilities and equipment needed for my graduate</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>work.</td>
<td>4.00</td>
<td>0.82</td>
</tr>
<tr>
<td>The quality and availability of departmental graduate student office</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>space is adequate for my needs.</td>
<td>4.25</td>
<td>0.96</td>
</tr>
<tr>
<td>Library resources available to me are adequate.</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>I have adequate access to facilities and equipment needed for my graduate</td>
<td>4.00</td>
<td>0.71</td>
</tr>
<tr>
<td>work.</td>
<td>4.00</td>
<td>0.71</td>
</tr>
<tr>
<td>The program offers an adequate selection of graduate courses, sufficient</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>for timely completion of a full graduate program.</td>
<td>3.89</td>
<td>1.17</td>
</tr>
<tr>
<td>The graduate courses available are taught at an appropriate level and are</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>of sufficient rigor.</td>
<td>3.22</td>
<td>1.39</td>
</tr>
<tr>
<td>The graduate teaching by faculty in the program is of appropriate quality.</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>I have a department mailbox or other form of communication with faculty</td>
<td>4.40</td>
<td>0.55</td>
</tr>
<tr>
<td>and graduate students.</td>
<td>4.17</td>
<td>0.41</td>
</tr>
<tr>
<td>I have adequate access to my major professor.</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>I am receiving the research and professional development guidance I need.</td>
<td>3.57</td>
<td>0.53</td>
</tr>
<tr>
<td>I am satisfied with the professional interaction with my major professor.</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>I am satisfied with the professional interaction with faculty both within</td>
<td>3.75</td>
<td>0.89</td>
</tr>
<tr>
<td>the program and throughout TTU.</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>I am treated as a respected contributor to the research program in which I</td>
<td>3.88</td>
<td>0.64</td>
</tr>
<tr>
<td>am involved.</td>
<td>4.63</td>
<td>0.52</td>
</tr>
</tbody>
</table>

Agricultural Education and Communications
I have been given an opportunity to be engaged in significant research for my thesis or dissertation.  4.33 0.71 4.00 0.71 4.80 1.93 4.00 1.31
If I decided to change my major professor, the mechanism for doing so is suitable.  3.83 0.41 3.83 0.75 3.85 0.55 3.75 0.46
I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings.  4.27 0.65 4.22 0.44 4.00 0.71 4.33 0.50
Graduate teaching or research assistantship stipends are adequate.  3.63 0.92 3.33 0.58 3.70 1.16 3.00 1.31
The program offers adequate opportunity for its graduate students to gain teaching experience.  4.56 0.53 3.67 0.82 4.36 0.50 3.75 0.89
Graduate teaching assistantships, assignments are made equitably, based on established criteria.  2.57 1.40 3.00 0.00 4.00 1.32 3.88 0.64
Program policies are clearly defined and readily available to me.  4.00 0.87 3.88 0.64 4.00 1.28 4.13 0.35
Graduate program policies clearly identify petition and appeals procedures available to me.  3.55 0.69 3.71 0.76 4.23 0.83 3.67 0.87
There is a well-established mechanism for regular graduate student participation in decisions affecting students, whenever it is appropriate.  4.00 0.77 3.57 0.98 4.42 0.51 4.11 0.33

What do you consider to be the strengths of your graduate program(s)?

A. Quality faculty. Flexibility and opportunities to customize.
B. The assistance and support I received both from the faculty and other graduate students. There is definitely a feeling of community in the department. The availability of graduate assistantships allows the department to recruit top quality students into the program, especially from out-of-state.
C. There are many faculty members that are willing to answer questions and provide advice to graduate students whenever it is needed.
D. Availability of professors as well as the early initiation into the research and career development process via seminars, conferences and other outreach channels. The advising process and constant follow up of students progress makes life easy for all especially new graduate students. The constant provision of job opportunities while in training helps us know how to package ourselves and take advantage of the opportunities out there.
E. Collegiality among faculty and graduate students. Healthy balance among emphases on research, teaching, and service. Expertise of faculty in their content areas and generally high teaching skills. Readiness of faculty to listen to concerns of graduate students and provide direction. Excellence in distance-delivered classes. Equal employment/learning opportunities for men and women faculty and students
F. Talented professors for both research and teaching. Flexible electives allow for students to earn a minor. Many potential areas for growth of the program exist.
G. Opportunities to attend research conferences. Access to the TLTC programs that prepare doctoral students for a position as assistant professor. Opportunities to write grants or work on grants with faculty. Inclusion in faculty meetings to learn about the different programs in the department. Shadowing experience with faculty to learn how other courses are taught at Texas Tech. Teaching experience as a teaching assistant and instructor.

H. Guidance and oversight of graduate advisors to provide a well-rounded experience.

I. That I can go to any of the professors in the department and they will help me. I appreciate having an office space for my learning needs.

J. A major strength of my program is the breadth and depth of opportunity to socialize into academia. There is opportunity for research, teaching, advising undergraduates, and well as being involved in professional development in the form of meetings and conferences. In addition, we are afforded the opportunity to provide service to our profession by assisting with different undertakings such as hosting contests for youth programs.

K. Have not experienced enough to say.

L. Great professors.

M. Knowledgeable and caring faculty. Availability of both TTU and TAMU resources.

N. Ability to complete coursework while continuing to work and not reside in Lubbock.

O. Ability to complete classes at a distance

P. Flexibility to stay at current location while undertaking new degree program.

Q. Distance education, utilizing career experience and job-related tasks

R. Excellent student/teacher interaction, quality classes, and good professional connections.

S. I first and foremost enjoy the interaction between the faculty and the students in the program. I am never hesitant to speak my mind or ask a question, and the hands-on, interactive environment makes it not only comfortable, but easier to learn.

T. The strengths of my graduate program are: the knowledge of faculty, variety of classes available to graduate students, resources available to graduate students, family environment of graduate program.

U. Everyone is very friendly and the teachers care about your well-being.

V. The faculty are always available and very resourceful. They have been supportive in my research and in all of the courses that I have taken in and out of the department. The department encourages and supports all graduate students in attending research conferences and getting published.

W. One if the strengths in the Agricultural Education and Communications department would be the staff. It is a small department so the staff is able to help the students on a personal level. If we need help, they are always available for guidance. Two, the students are also very close. This allows the students to interact more and be more successful. Finally, there are several scholarships offered to the department.

X. The students graduated from this graduate department are not only able to find jobs in their field, but are also qualified and properly trained for those positions. I have security in knowing I will be able to establish myself in my field of study and be successful in my career. Also, the variety of experience among faculty is impressive. Having faculty from various backgrounds allow for more diversity among students. Whether students are
conducting qualitative or quantitative research, water conservation or food safety, media relations or journalism, the desired quality of faculty is here to support them.

Y. The one-on-one interaction with not only faculty but the other students as well. They are also eager to let me be very hands on and take my research in a direction that suits me.

Z. The department faculty and their availability. Classes taught within the department. The opportunities presented by the department, both in and out of the classroom.

AA. Relationships among faculty, staff, and students.

BB. This program, as a whole, is extremely supportive. Contact with people in the department is excellent, and communication between them and other graduate students is easy. Overall I feel that this program is very strong in its ability to support graduate students and help them with both their coursework and research.

CC. Our department has built a long-standing reputation of being one of the best Ag Comm departments in the Nation. Also, I feel that our department stays very updated on technologies and equipment.

DD. The Dept of Ag Ed and Comm is one of the leaders in the country in agricultural education and communications research. This is of great advantage to us as graduate students because we are obviously involved in a successful program. Our professors have many grants and are able to hire many of us as assistants which is so very helpful during graduate school. In departments like ours at other universities, I've heard things like there isn't enough money to hire many assistants, so the ones they have are stretched thin, and not paid very well.

EE. Small program, with personable staff who is always willing to help in whatever way needed.

FF. Personal relationships with faculty and professors.

GG. Our graduate program for the most part has great professors that are proactive in the learning and researching experience that I have had thus far in my graduate studies. Our department has ample resources and I also believe our chairmen is a great leader for our department.

HH. My boss, other grad students, the faculty.

II. Faculty. Courses. Assistantship opportunities. Teaching opportunities. Scholarship

JJ. Professors, location,

KK. Ability to conduct meaningful research and the funds with which to do it. Ability to present posters at professional conferences.

LL. Flexibility for someone engaged in full-time occupation. Opportunity to pursue research interest(s). Quality of courses and faculty.

What do you consider to be the weakness of this program?

A. Space, equipment

B. Limited staff to support faculty.

C. I think one weakness is the lack of communication between faculty and graduate students regarding decision making within the department. While I understand that there are certain issues that shouldn't be discussed, the issues that affect the graduate student.
population should be openly communicated. This would eliminate unnecessary speculation on the part of students in the department.

D. Not very diverse and need for more collaboration with other departments to make more course choices available.

E. Much lower proportions of ethnic minorities among faculty and students in comparison with the ethnic composition of the region (not that this is an imbalance unique to this program, just that it appears in this department in addition to its presence in the wider university community)

F. There are multiple opportunities for growth of increasing graduate student enrollment/program expansion which have not been fully explored yet it is a trade-off among whether too much growth will change/diminish the current strengths. Additionally, another place of add-in would be helping students learn how to arrive at positions in academia in administration and the process it takes to get there.

G. Access to online journals in our discipline and sister disciplines; however, Illiad has helped to improve this weakness. I have a weak computer that does not let me run many programs before it crashes or freezes. Understanding of the doctoral degree plan and the experience plan. It would help to know how these documents should be formatted.

H. Inconsistent quality of faculty advisors and course instructors

I. We (grad students) are sometimes treated as an "after thought". We are supposed to do certain things, but sometimes are treated unfairly when trying to accomplish them.

J. The weakness I see of this program (as with any graduate program) is the availability of funds to pay graduate assistants as well as the lack of affordable benefit options for doctoral level assistants.

K. Have not experienced enough to say.

L. None

M. TTU website is difficult to orient. Library doesn't subscribe to enough applicable journals.

N. Difficulty with paperwork/graduation requirements between the two campuses

O. None

P. Ability to help students stay engaged at a distance during the final year of our program when we are on self-directed study.

Q. Distance, at times and some lack of communication - not knowing details for school schedules and course work to coordinate with my work schedule

R. The attachment that the professors have to online tools such as Blackboard in resident classes.

S. The only thing I would change is some of the curriculum for my program. I feel that there needs to be more hands-on classes where we are learning the "how-tos" of our profession.

T. One weakness I have observed is the teaching skill of certain professors in the department. While the class is open to undergraduates, as well as graduate students, the class seems remedial for graduate students.

U. Large amount of lecture, not enough hands on learning.
V. No weaknesses
W. Lack of funding.
X. None come to mind.
Y. I do not feel like there is as much emphasis on getting a job after graduation as there was as an undergraduate student.
Z. Many of the classes are offered on a set schedule, this is difficult to work around, especially when considering courses outside of the department.
AA. None at this time
BB. I cannot personally think of any major weaknesses of this program that I would immediately list on a survey. The department and my major professor have met all of my needs and I am personally happy with the education I have received.
CC. Course material and lessons could be more difficult. As an undergraduate and now a master's student I would like to see the writing and communications classes more in depth.
DD. I feel like the course schedule is not set up well. What I mean by that is sometimes classes aren't even scheduled to happen until after some should be graduated. Also, I feel like some classes are handed to faculty who don't want them, or don't teach them well. I wish my advisor wasn't so strapped for time. I feel like when I go into the office to discuss with them, they're always thinking about something else, or other things they need to be doing.
EE. Small program can result in scheduling conflicts, can be difficult to plan classes
FF. Facilities need some technological updates.
GG. Some of the research that is being done is irrelevant to my interest. I would've liked to take a different approach towards my research, which is not such an easy transition for my position.
HH. I've had a great experience. I love the research I've been conducting and my advisor.
II. Not one
JJ. When courses are offered, needs to be an qualitative research class, maybe an intro to writing a thesis seminar or something
KK. Some classes do not seem to be rigorous and the professors, at times, seem unprepared to conduct class.
LL. Clear definition of program expectations (clarification of requirements for obtaining degree within specific programs).

What changes, if any, could be made to improve the quality of your graduate program(s)?

A. My advisor is great, and I know that I am a priority for her. However, I know that between teaching both graduate and undergraduate courses, and advising many undergraduate and graduate students, in addition to her research and service responsibilities, it is sometimes a struggle for her to fit me into her schedule. If anything could be improved, I think that something could be done to help keep faculty members from being stretched so thin.
B. Improve communication between staff and graduate students.
C. Good enough and improvements beyond my understanding now
D. It might be possible more actively/intentionally to recruit graduate students for the department from among Hispanic and African-American undergrads, in addition to other minorities and internationals.
E. This is particularly for persons who are not originally from academia but ensuring that graduate students have a niche place/person of point contact to learn, explore and apply for academia jobs. Sometimes this process is a bit foggy in terms of knowing the times for application, etc. As well as, finding specific types of positions where you want to teach certain subjects, etc. Overall, I am very impressed with the quality of our graduate program. I have been able to learn a lot of good pieces of information and grow as an individual--some of my previous experiences have not been to this standard. Thus, it is great to have a program which has structure and flexibility that allows for students to compliment their coursework along with valuable research and teaching experiences.
F. Many of the improvements, like the library resources, are not within the control of the graduate program. By working with other institutions, there are ways to work around those issues. A graduate student handbook would help to understand what should happen in the doctoral program. The handbook might help new faculty who have not advised a doctoral student.
G. More consistency among graduate advisors and course instructors
H. For the most part it is going as good as can be expected. It is hard to transition from being in charge to having to ask for permission to do certain things.
I. Two changes come to mind- a few additional classes within the department for students who completed their master's here and are returning for a doctorate, to be sure they have adequate availability of courses and the availability of more affordable benefits options for people leaving a career to return to pursue a doctorate degree.
J. It's good.
K. None
L. Better explanation of the step-by-step process of attaining Doc@Distance degree. Updated program websites would also be helpful.
M. Allow for more congruency between universities (TAMU and TTU)
N. None
O. Not sure.
P. More interaction with faculty during face-to-face meetings. Having details for face-to-face meetings well in advance and availability of Blackboard courses prior to week of classes beginning
Q. I can't think of any changes that I could make.
R. I don't see any needed changes at this point.
S. The only change that could be made is an improvement to question 2- perhaps this class should be taught as a separate undergraduate and graduate class.
T. I do not feel comfortable taking an undergraduate course for graduate level credit.
U. No changes
V. More hands on activity. More field work.
W. None come to mind.
X. More working with outside employers and other events.
Y. Increasing the graduate student stipend slightly would be helpful.
Z. None at this time
AA. I think the addition of a qualitative research methods class could be quite useful, especially seeing as several students are using qualitative methods for their research. The current research methods class, while sufficiently thorough on quantitative methods, lacks information on qualitative methods and methodologies.
BB. Don't combine undergraduate classes with Master's classes. I think this is unfair to both the undergraduate students and the master's students.
CC. If faculty were more prepared for classes, I think the process would be much smoother.
DD. Not sure
EE. Increase the level of expectation in some of the classes taught under certain professors.
FF. I would like to be more involved and active with other graduate students and their research studies to have a broader knowledge of the industry
GG. Give grad students better parking! ha-ha
HH. NA
II. More space for grad students
JJ. Classes offered more frequently than the 2-year cycle.
KK. Improve departmental website.

Please feel free to add any additional comments or questions in the space below
A. Not applicable
B. I'm enthusiastic about the quality of education available to students in the AgEd&Com graduate program. I believe that it provides excellent opportunities for preparation for a variety of fields of work. My classes so far have helped me to develop confidence about the research I will do for my dissertation and for future publication and professional application.
C. N/A
D. Overall, I think this department does a good job of motivating and recognizing graduate students.
E. None
F. Overall, I am very pleased thus far with the distance program. It is convenient, and relatively rigorous. TTU faculty do see to have technical issues on occasion, but this can be expected and does not severely impact program results.
G. I have thoroughly enjoyed my time in the department. Having attended Tech as an undergraduate in a different college, I feel that the faculty of this department genuinely cares about the success of their students as well as the personal relationships that are being built. I will always value the time spent and education I received in my Master's program.
H. I have really enjoyed being a graduate student in this program and couldn't be any happier.

I. I'm grateful to Texas Tech University for providing the opportunity to pursue graduate studies in a quality distance program.
**Ag. Education & Communications Graduate Program Review - Alumni**

**1. Seeking Your Input**

Texas Tech's Graduate School requires that departments evaluate their graduate program once every six years. This fall is our Department's turn to complete this review process.

As part of the evaluation, alumni of the program are asked to complete a short questionnaire about the program. This questionnaire was designed by the Graduate School and has a few demographic questions, 6 Likert-type questions, and four open-ended questions. The results from this survey, coupled with other data about the program’s performance over the past six years, will be used to complete the report -- the results of which will be used to shape the program for years to come.

Please try to complete this questionnaire by Friday, September 17th.

**2. Demographics**

* 1. What is your gender?
  - Female
  - Male

* 2. Which degree program level did you complete?
  - Doctoral
  - Masters

**3. Master’s degrees**

* 1. Which masters-level degree program did you graduate from?
  - Agricultural Communications
  - Agricultural Education (resident degree)
  - Agricultural Education (distance delivered)
  - Master’s of Agriculture degree in Agricultural Education
  - Master’s of Agriculture degree in Educational Leadership (for principal certification)

* 2. Did you complete a thesis as part of your master’s degree?
  - Yes
  - No
  - Undecided

**4. Doctoral degrees**
### 5. Likert Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The research facilities and equipment available for my graduate research met my needs.</td>
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<tr>
<td>2. I had adequate access to facilities and equipment needed for my graduate work.</td>
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<td>3. The quality and availability of departmental graduate student office space was adequate for my needs.</td>
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<td>4. Library resources available to me were adequate.</td>
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<td>5. Teaching resources (faculty, teaching assistants) were adequate for my needs.</td>
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<td>6. The program offered an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.</td>
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<td>7. The graduate courses available were taught at an appropriate level and were of sufficient rigor.</td>
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<tr>
<td>Question</td>
<td>Options</td>
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<tr>
<td>8. The graduate teaching by faculty in the program were of appropriate quality.</td>
<td>Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree  N/A</td>
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<tr>
<td>9. Graduate courses in other fields, needed to support your program or minor, were sufficiently available.</td>
<td>Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree  N/A</td>
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<tr>
<td>10. Program seminars were adequate to keep me informed of developments in my field.</td>
<td>Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree  N/A</td>
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<tr>
<td>11. The initial advising I received when I entered the program was an adequate orientation.</td>
<td>Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree  N/A</td>
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<tr>
<td>12. I had a department mailbox or other forms of communication with faculty and graduate students.</td>
<td>Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree  N/A</td>
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<tr>
<td>13. I had adequate access to my major professor.</td>
<td>Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree  N/A</td>
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<tr>
<td>14. I received the research and professional development guidance I needed.</td>
<td>Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree  N/A</td>
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<tr>
<td>15. I am satisfied with the professional interaction I had with my major professor.</td>
<td>Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree  N/A</td>
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<tr>
<td>16. I am satisfied with the professional interaction I had with faculty both within the program and throughout TTU.</td>
<td>Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree  N/A</td>
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<tr>
<td>Question</td>
<td>Response Options</td>
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<tr>
<td>* 17. I was treated as a respected contributor to the research program in which I was involved.</td>
<td>- Strongly Agree  - Agree  - Neutral  - Disagree  - Strongly Disagree  - N/A</td>
<td></td>
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<tr>
<td>* 18. I was given an opportunity to be engaged in significant research for my thesis or dissertation.</td>
<td>- Strongly Agree  - Agree  - Neutral  - Disagree  - Strongly Disagree  - N/A</td>
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<tr>
<td>* 19. If I decided to change my major professor, the mechanism for doing so was suitable.</td>
<td>- Strongly Agree  - Agree  - Neutral  - Disagree  - Strongly Disagree  - N/A</td>
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<tr>
<td>* 20. I was informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings.</td>
<td>- Strongly Agree  - Agree  - Neutral  - Disagree  - Strongly Disagree  - N/A</td>
<td></td>
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</tr>
<tr>
<td>* 21. Graduate teaching or research assistantship stipends were adequate.</td>
<td>- Strongly Agree  - Agree  - Neutral  - Disagree  - Strongly Disagree  - N/A</td>
<td></td>
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</tr>
<tr>
<td>* 22. The program offered adequate opportunity for its graduate students to gain teaching experience.</td>
<td>- Strongly Agree  - Agree  - Neutral  - Disagree  - Strongly Disagree  - N/A</td>
<td></td>
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<tr>
<td>* 23. Graduate teaching assistantships assignments were made equitably, based on established criteria.</td>
<td>- Strongly Agree  - Agree  - Neutral  - Disagree  - Strongly Disagree  - N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* 24. Program policies were clearly defined and readily available to me.</td>
<td>- Strongly Agree  - Agree  - Neutral  - Disagree  - Strongly Disagree  - N/A</td>
<td></td>
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</tr>
</tbody>
</table>
### Ag. Education & Communications Graduate Program Review - Alumni

**25.** Graduate program policies clearly identify petition and appeals procedures that were available to me.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

**26.** There was a well-established mechanism for regular graduate student participation in decisions affecting students, whenever it was appropriate.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] N/A

### 6. Open-ended Questions

**1.** What do you consider to be the strengths of your graduate program(s)?

![Blank field for input]

**2.** What do you consider to be the weakness of this program?

![Blank field for input]
3. What changes, if any, could be made to improve the quality of your graduate program(s)?

4. Please feel free to add any additional comments or questions in the space below.

7. Thank you for your time in completing this survey!

With your help, we hope to make our program the best in the nation.
### Alumni Survey Results

<table>
<thead>
<tr>
<th>Statement</th>
<th>Doctoral Degree Programs</th>
<th>Master’s Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resident $(n = 3)$</td>
<td>Distance $(n = 7)$</td>
</tr>
<tr>
<td></td>
<td>$M$  $SD$</td>
<td>$M$  $SD$</td>
</tr>
<tr>
<td>The research facilities and equipment available for my graduate research met my needs.</td>
<td>4.33  0.58</td>
<td>4.00  0.00</td>
</tr>
<tr>
<td>I had adequate access to facilities and equipment needed for my graduate work.</td>
<td>4.33  1.15</td>
<td>4.83  0.41</td>
</tr>
<tr>
<td>The quality and availability of departmental graduate student office space was adequate for my needs.</td>
<td>4.00  1.00</td>
<td>5.00  0.00</td>
</tr>
<tr>
<td>Library resources available to me were adequate.</td>
<td>4.67  0.58</td>
<td>4.29  0.76</td>
</tr>
<tr>
<td>Teaching resources (faculty, teaching assistants) were adequate for my needs.</td>
<td>4.67  0.58</td>
<td>4.57  0.79</td>
</tr>
<tr>
<td>The program offered an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.</td>
<td>4.33  0.58</td>
<td>4.71  0.49</td>
</tr>
<tr>
<td>The graduate courses available were taught at an appropriate level and were of sufficient rigor.</td>
<td>4.00  1.73</td>
<td>4.43  0.79</td>
</tr>
<tr>
<td>The graduate teaching by faculty in the program was of appropriate quality.</td>
<td>4.00  1.73</td>
<td>4.57  0.79</td>
</tr>
<tr>
<td>Graduate courses in other fields, needed to support your program or minor, were sufficiently available.</td>
<td>4.33  0.58</td>
<td>4.67  0.52</td>
</tr>
<tr>
<td>Program seminars were adequate to keep me informed of developments in my field.</td>
<td>4.33  1.15</td>
<td>4.71  0.49</td>
</tr>
<tr>
<td>The initial advising I received when I entered the program was an adequate orientation.</td>
<td>4.33  1.15</td>
<td>4.43  0.53</td>
</tr>
<tr>
<td>I had a department mailbox or other form of communication with faculty and graduate students.</td>
<td>4.67  0.58</td>
<td>4.75  0.50</td>
</tr>
<tr>
<td>I had adequate access to my major professor.</td>
<td>4.00  1.00</td>
<td>4.86  0.38</td>
</tr>
<tr>
<td>I received the research and professional development guidance I needed.</td>
<td>4.00  1.73</td>
<td>4.57  0.53</td>
</tr>
<tr>
<td>I am satisfied with the professional interaction I had with my major professor.</td>
<td>4.00  1.73</td>
<td>4.71  0.49</td>
</tr>
<tr>
<td>I am satisfied with the professional interaction I had with faculty both within the program and throughout TTU.</td>
<td>4.67  0.58</td>
<td>4.71  0.49</td>
</tr>
</tbody>
</table>

*Agricultural Education and Communications*
I was treated as a respected contributor to the research program in which I was involved.  
\[
\begin{array}{ccccccc}
4.00 & 1.00 & 4.86 & 0.38 & 4.15 & 0.55 & 4.50 & 0.82
\end{array}
\]

I was given an opportunity to be engaged in significant research for my thesis or dissertation.  
\[
\begin{array}{ccccccc}
4.67 & 0.58 & 4.86 & 0.38 & 4.17 & 0.83 & 4.57 & 0.65
\end{array}
\]

If I decided to change my major professor, the mechanism for doing so was suitable.  
\[
\begin{array}{ccccccc}
3.67 & 0.58 & 5.00 & 0.00 & 4.00 & 0.00 & 4.00 & 0.94
\end{array}
\]

I was informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings.  
\[
\begin{array}{ccccccc}
4.67 & 0.58 & 4.86 & 0.38 & 3.69 & 1.35 & 3.76 & 1.15
\end{array}
\]

Graduate teaching or research assistantship stipends were adequate.  
\[
\begin{array}{ccccccc}
4.00 & 0.00 & \text{No responses} & 0.00 & 3.50 & 1.02 & 3.57 & 1.16
\end{array}
\]

The program offered adequate opportunity for its graduate students to gain teaching experience.  
\[
\begin{array}{ccccccc}
5.00 & 0.00 & 5.00 & 0.00 & 4.25 & 0.97 & 4.24 & 0.66
\end{array}
\]

Graduate teaching assistantships, assignments were made equitably, based on established criteria.  
\[
\begin{array}{ccccccc}
4.33 & 1.15 & \text{No responses} & 0.00 & 3.92 & 1.00 & 4.00 & 0.88
\end{array}
\]

Program policies were clearly defined and readily available to me.  
\[
\begin{array}{ccccccc}
4.67 & 0.58 & 4.57 & 0.79 & 4.13 & 0.74 & 4.28 & 0.57
\end{array}
\]

Graduate program policies clearly identified petition and appeals procedures available to me.  
\[
\begin{array}{ccccccc}
4.00 & 1.73 & 4.60 & 0.89 & 4.25 & 0.62 & 3.78 & 1.06
\end{array}
\]

There was a well-established mechanism for regular graduate student participation in decisions affecting students, whenever it is appropriate.  
\[
\begin{array}{ccccccc}
5.00 & 0.00 & 4.00 & 1.10 & 4.13 & 0.74 & 4.06 & 0.87
\end{array}
\]

What do you consider to be the strengths of your graduate program(s)?

A. Without a doubt the faculty. I still maintain close contact with many of the professors and they serve as mentors to me in our profession.

B. Some excitement in the research process.

C. The faculty, specifically their dedication to each student.

D. Online/Distance delivery of electives. Top notch faculty. Access to both TTU and TAMU resources.

E. I was in a cohort, which involved much group and partner work. Also, program was designed to keep the cohort together, as the degree plans did not allow individuals to fall behind, which is a major reason that many never complete their degrees. Also, the faculty and staff were excellent. The teaching and advisement was of the highest quality. Overall, I could not have asked for a better doctoral program experience from a distance.

F. The distance education option.

G. The Doc @ Distance program made it possible for me to stay employed full time and to live in my home with my family without moving to Texas. I believe that I actually had more interaction with my professors because I was a distance student than I would have had if I was on campus. The interactions were more clearly focused and feedback was
immediate. The program was rigorous and I had the opportunity to experience courses on tow university campuses.

H. The strength of my graduate program was the level of research that was encouraged and supported.

I. It allowed people to obtain doctoral classes and degree and remain in the work force.

J. The staff and faculty were very kind and helpful.

K. Everyone in the department was very friendly, knowledgeable, and eager to be involved in your choice of study.

L. Great professors, classes, and programs. Made me feel like I was part of a family.

M. Faculty - their continued support and help, the courses were very good too. The professional relationships made in the department and from being in the department (i.e. networking). Good projects.

N. Faculty had an open door policy and I had all the resources I needed.

O. The knowledge and experience of the faculty.

P. Access to faculty, camaraderie.

Q. The faculty and staff, were just one of the things that made my experience enjoyable and rewarding. I had no idea I was going to come across such supportive, professional amazing people to work with. I know that they will be life-long contacts and support for the rest of my life! The other great strength of the department was the research opportunities, they were available to me from the moment I stepped in the door. I had flexibility on what I could do for my research and 100% support the whole time.

R. My adviser (Dr. David Doerfert was extremely helpful and readily available. The class schedules were convenient. Lots of discussions in classes

S. One-on-one attention

T. The professors and their close interactions with the graduate students.

U. It was very well geared toward the needs of master’s students. There were opportunities for teaching, research, and work that is comparable to real world settings.

V. Much of the research is current and relevant. There is a great family atmosphere and identity of community within the students and faculty. In addition, two faculty members provided for experiences of superlative quality: Dr. Scott Burris and Dr. Cindy Akers.

W. The faculty and their high level of interaction with students. My major professor was a reliable resource through all aspects of my graduate studies.

X. During my time as a grad and teaching assistant, we had students from various locations and several came from outside of Texas. We formed a strong support group with one another and made ourselves available to help each other instead of competing. This really helped make the process smoother and easier to handle. Most of the faculty were available to answer questions when you needed them and were also very supportive. In several of our classes we discussed timely issues within the agriculture industry. This helped bring the content of the course into perspective.

Y. Opportunities to present research, several professors are exceptional teachers/contributors to the department and profession.

Z. Fostering of ideas and comradely between graduate students and professors.
AA. Strong leadership and knowledge base within the faculty.

BB. The faculty. The faculty has a wealth of knowledge and desire to share their knowledge and experiences with the students. Many courses were taught with an applied aspect where we gained hands on experiences in subjects like statistics, research, creating videos, and other up-to-date computer software. The professors become like family. They can be hard on you when they know you're not performing to your best ability but yet they are there to help you if you are really struggling. They were always willing to go the extra mile to help us out if ever we needed.

CC. Excellent professors. TTU and Department willingness to work with graduate students who have full time jobs.

DD. I felt that the Ag Ed/Comm department ran similar in some instances to a family. Everyone knows everyone and while there are good and bad to knowing everyone and their business, I felt that the professors treated us fairly, in a caring matter, and were concerned with us academically as well as emotionally.

EE. The fact that I was treated as a human being. I was supported through out my career by the staff and the students. I had no agricultural background when I began and from the beginning I felt that if I had any questions I could asked someone. Not only could I ask someone I would not be judged for asking the question. The faculty is amazing. From the secretary to the Dean.

FF. All members of the faculty were always knowledgeable and willing to help on class work, explaining concepts, questions on thesis work, etc., when asked. I really enjoyed that faculty members kept open doors for us, and even if the one we needed was not there, another faculty member could assist. Seminar classes were topical, and I learned skills in them that I still apply today.

GG. Good professors

HH. The family atmosphere of Texas Tech was the biggest draw. Unlike other programs I visited, those at Tech made me feel like they truly wanted me in their program.

II. Very strong interaction between professors and the graduate students.

JJ. Very personable faculty and staff. I always felt my success in the classroom and in the professional world was a priority to my professors and advisors.

KK. The Faculty

LL. I felt the personal interaction with the professors was outstanding.

MM. Our department is very knowledgeable in things going on in the profession. The professors are very helpful to all students. They are caring and understanding. They expected the most out of me and helped me achieve my goals.

NN. I think the size of the department is a major advantage. It allows students a wide array of opportunities and the ability to build relationships with other students and faculty.

*What do you consider to be the weakness of this program?*

A. I observed no weaknesses in the program. I had a great experience in the department.

B. Faculty burnout. Rigor of courses.

C. Faculty spread too thin to do their job.
D. Communication between College, registrar's office, and graduate studies office.

E. I did not see very many weaknesses in the program. I guess that if I had to point out a weakness, it was that sometimes the technology was not as reliable as everyone would have liked. However, it is my understanding that many of the technology issues that my cohort, which completed the program in 2007, have now been resolved.

F. Communication technology never improved.

G. The technology was a challenge sometimes. The connection was not clear, or I couldn't get connected at all.

H. The only weaknesses of the program were the operations that were being learned as the program developed through the first cycle. The cohort learned from these struggles and I feel we are better for having been part of the learning and development process.

I. Program might not have been research oriented enough for movement to four universities. Needed more opportunity to publish papers or involved in submissions of papers.

J. I did not accept an assistantship and because of that I was very out of the loop and not informed about things going on. Also, the students who worked in the offices together would do homework together while I was left on my own to figure out things.

K. I was never once asked if I had a job upon graduation, nor did a single employee of the department try to help me research job opportunities. It seemed that the eagerness to help was only surface deep.

L. None

M. For the Ag Comm program - more emphasis on news writing, web design, Photoshop would be very helpful in the working environment. For those of us who didn't get an undergrad Ag Comm degree, it has been difficult trying to learn those now that we are out and we went through them so fast in the graduate class. Maybe more on-site application into real world jobs.

N. A lot of hand-holding happens with our standards.

O. Ag. Communications is constantly changing and it is hard for faculty to be "up-to-date" with all the constant changes with technology etc.

P. The computer skill classes-specifically, InDesign and other Adobe Creative Suite programs, were not taught well at all. Instead of designing posters, I would have preferred more time spent learning helpful practical computer skills.

Q. One weakness, from a student who didn't get there undergraduate degree in Agricultural Communications.... is the requirement to take web design classes and Photoshop-type classes. They didn't require those who didn't have that type of background to take those classes, so you have quite a few students graduating with an Agricultural Communications degree who don't know how to use Photoshop or design a website.

R. I was following the Ag Com track via a masters in Ag Education before the official degree for Ag Com was available, and there weren't many Ag Com classes available at the time.

S. Not challenging enough courses

T. NA

Agricultural Education and Communications
U. There was a lot of turnover in the department, which led to last-minute shuffling in classes and research among faculty members. Not a big deal, but it was inconvenient.

V. Certain courses and resources failed to prepare students without experience for some areas of research. Had it not been for my major professor going above and beyond I would have been at a disadvantage.

W. The amount of space available for graduate assistants was not comparable to the demand in this department. The graduate program was expanding rapidly in number of students and assistantships but the space was a limiting factor.

X. When I was working on my research and completing my thesis I did not feel like I had enough direction from my chair. My chair was very hard to meet with because of a constantly crowded schedule. However, I made it through the process and looking back now it doesn't matter as much even though it was extremely frustrating at the time.

Y. Lack of consistency among quality of professors in the department both in the classroom and serving on graduate committees and as chairs. Lack of communication about expectations/program requirements

Z. The lack of courses provided in both spring and fall semesters put an added degree of difficulty because I took statistics class before research methods. Seemed as though I was putting the cart before the horse, but if research methods and statistics were offered in both spring and fall semester then I think I would have the courses in proper order.

AA. More emphasis on "industry jobs". Several jobs and possibly the majority are not directly in Agricultural Education or communications. Possibly a few courses offered on various general industry topics and issues would be of benefit to the program.

BB. I'm sure I thought there were plenty of weaknesses as I was going through the program but looking back now, I cannot recall any.

CC. None

DD. At the time I was there, some faculty members that should not have been in professor positions were present. While even these faculty members taught well and were essentially good at their jobs, there were some issues that students had to deal with that should not have been happening. Having stayed in contact with people in the department, it does appear that faculty changes have been made and that these changes have fixed the former issues at hand.

EE. There isn't any that I can think of. I was guided through my career on stuff that I didn't know but I was given challenges that I had to figure out on my own. I was not babyed I was treated like everyone else.

FF. The sole weakness in my eyes was the weakness of Web design, site launching, and site upkeep instruction when I pursued my degree. I should note that my degree was Ag Ed because the state had yet to approve the Ag Comm master's program by my graduation date. Communications graduates desperately need quality hands-on instruction in all things Web to be competitive in the job market now. My lack of experience in this area negatively impacted my marketability.

GG. Graduate students were not treated with the respect due to them for all that they were doing for the department
HH. The only weakness I saw while I attended was that there were only a few Ag Comm. courses, but my major professors did allow me to explore other colleges to take courses of interest.

II. Lack of space for graduate students
JJ. The major weakness of the program while I was there is no longer a problem.
KK. Needs to have more graduate classes to pick from
LL. Having to work and take school at the same time I sometimes felt on the outside looking in.

MM. Sometimes it seemed Ag Education and Ag Communications were competing against each other when we should be working together.
NN. Limited amount of assistantships.

What changes, if any, could be made to improve the quality of your graduate program(s)?

A. None.
B. Get faculty members that want to be there.
C. Hire more faculty or limit the number of graduate students.
D. The program itself was great, there were some administrative aspects outside of the college that could be improved, but overall I was extremely satisfied.
E. I would have liked more face-to-face interaction. However, I understand that since we completed our program in 2007, they have actually moved toward even less face-to-face interaction, and the program is almost totally online. I hope that move is beneficial to the students. However, I have my doubts, based on my own personal experiences.
F. Quality (connectivity) of the distance education technology.
G. More opportunities to spend time on campus. The weeklong seminar was beneficial. I would have liked to have had 2 weeks on campus for seminar. I would have liked to have had more opportunities to work on research projects with my professors.
H. In retrospect, I can't think of a practical change that could have been instituted. Everyone did their very best and we benefited.
I. Improve opportunities for research publications.
J. Something to help the students feel welcome and involved even if they are not participating in a fellowship or assistantship.
K. More real world experience and a wider variety of communication courses.
L. More variety in courses.
M. Strengthen the Photoshop, web design, etc class or have those students who didn't get an undergrad Ag Comm degree be required to take those courses to graduate. I would have paid additional money to have those classes and experience.
N. Higher qualifications for graduation.
O. None.
P. More computer training and a more geographically varied student body to enrich the discourse.
Q. As mentioned above, require more students to take those design classes if they didn't have that background as an undergraduate.
R. More classes related to real-world topics
S. Better interaction between committee members for thesis graduate students.
T. None
U. The research methods course should be re-examined to improve the content and better prepare students to design and implement their research.
V. I was impressed with our program's reputation nationally and felt as though the program lived up to its reputation.
W. In regard to the seminar class, I think some time should be allotted for discussion and training for post-graduation. That would have been extremely helpful.
X. Less focus on number of graduate students entering the program and more focus on the quality of instruction and program offered to students.
Y. While the lack of communication tends to allow for more graduate student individuality, but there should be more communication/guidance on small details of certain things that should be done as a grad student.
Z. Some sort of a non-thesis assistantship would be a great option. They could assist with research or industry projects and still help the department but without the thesis.
AA. I cannot think of any.
BB. None
CC. As a student that did not have a graduate assistantship, I feel that sometimes those students not working in the department and researching feel a bit alienated. They do not have a clear thesis subject, and can at times fall out of the circle of communication since they are only there during scheduled class times. It could be helpful if the department focused a bit more time on helping these students as they are do not know faculty members as well, do not have the working relationships with professors and fellow students, and can often feel a bit like an outsider compared to their classmates.
DD. I loved everything about the program. I know that people are going to have a list of changes but for someone who got into the program knowing very little about agricultural, the program taught me everything for me to be what I am now.
EE. For agricultural communications master's students, add an in-depth Web course. We studied good and bad Web sites, but we need more hands-on instruction on the building, launching, monitoring, and updating of sites. Have students master the different software and platforms used.
FF. Pay the graduate students better and allow them more influence on departmental decisions
GG. None that I can think of.
HH. More space provided. More classes offered within the department
II. More hands on projects applicable to real life situations in professional careers.
JJ. I thought it was a great program
KK. Copy machine upstairs!
LL. My graduate experience was awesome.
A. I have and will continue to recommend the agricultural education and communications department at Texas Tech as a viable option for any potential graduate student in those areas.

B. Getting to experience the process from both Texas Tech and Texas A&M, I will say the it seemed like Tech cared more about having me as a student and that was evident in the treatment I received while on campus. The faculty and staff at both universities was great, but it seemed like, as a university, Tech was more interested in making me feel welcome.

C. Overall, the program was a great program. I feel that going through the Doc @ a Distance Program really helped my career. I have confidence to complete difficult and long term projects such as collegiate high school that, prior to the program, I would not have had the confidence, nor the vision, to delve into. Additionally, the network of people with which I was associated during the program continue to be beneficial to me. Three of my five committee members are currently serving on our Instructional Rounds Committee here in Roscoe, as part of a poverty initiative to help us adopt a Best Practice Instructional Framework that better serves low-socioeconomic students. In summary, it was a great program and one that I would recommend to anyone seeking to earn a terminal degree in agriculture or education.

D. I wish that I could show the appreciation I have for the faculty in a meaningful way. My graduate work has benefited me greatly, but it has taken me away from the programs and people who helped me acquire it.

E. A wonderful department with great courses and wonderful faculty! Couldn't have asked for a greater learning experience! It was awesome!

F. My experience as a graduate student in this department was a once in a life time experience. I was exposed to so many opportunities through attending conferences, presenting research, traveling abroad, and never felt like a number, I was a person! I have so much respect for the professionalism and personalism of the faculty and staff in the department. I couldn't have imagined myself going anywhere or doing anything else!

G. Dr. Scott Burris and Dr. Cindy Akers were the most valuable pieces of my graduate school experience, and both are exceptional educators and people.

H. I am very proud of my degree and am proud to be an alum of the Ag Comm department!

I. Overall a great program that I would definitely recommend to others.

J. NA

K. I enjoyed my time in the Department of AgEd/Comm, and have stayed in contact with many of my classmates and professors from that period of my life. Most professors were helpful and caring and I cherish the relationships that began through this part of my education.

L. All of the faculty are people I wish other graduate students on campus had. My husband got his MBA through Tech and he told me that he did not get the same feeling of respect that I got through my program. That says a lot right there. The faculty shows that they care about their students which in turn made me care about what I was there learning about. Thanks for the support!
M. I am extremely happy with the education I received in my master's program and very proud of my degree. The faculty truly provided a supportive environment that encouraged and facilitated my learning.

N. My experience was wonderful and I have recommended the program to many students local for graduate schools.
Graduate Program Reviews
2010-2011

FACULTY AND STUDENT SURVEY RESULTS

College: College of Agricultural Sciences and Natural Resources

Department: Agricultural Education and Communications

Conducted by: Institutional Research & Info Mgmnt
FACULTY SURVEY RESULTS – AGRICULTURAL EDUCATION AND COMMUNICATIONS

Number of faculty participated in survey

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Q-1 The facilities and equipment available to teach graduate courses are adequate.

|       | 0 | 3 | 0 | 0 | 0 | 0 | 4.00    |

Q-2 I have adequate access to facilities and equipment needed for my graduate work.

|       | 2 | 1 | 0 | 0 | 0 | 0 | 4.67    |

Q-3 The quality and availability of departmental graduate student office space is adequate for my needs.

|       | 1 | 1 | 0 | 1 | 0 | 0 | 3.67    |

Q-4 Library resources available to me are adequate.

|       | 0 | 1 | 0 | 2 | 0 | 0 | 2.67    |

Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs.

|       | 0 | 3 | 0 | 0 | 0 | 0 | 4.00    |

Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.

|       | 2 | 1 | 0 | 0 | 0 | 0 | 4.67    |

Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor.

|       | 1 | 2 | 0 | 0 | 0 | 0 | 4.33    |

Q-8 The graduate teaching assistants available to faculty in the program are of appropriate quality.

|       | 1 | 2 | 0 | 0 | 0 | 0 | 4.33    |

Q-9 Graduate courses in other fields, needed to support your program or minor, are sufficiently available.

|       | 1 | 1 | 1 | 0 | 0 | 0 | 4.00    |

Q-10 There is adequate communication about policy and program changes in your department.

|       | 3 | 0 | 0 | 0 | 0 | 0 | 5.00    |

Q-11 There is adequate communication from the upper administration regarding policy changes.

|       | 1 | 2 | 0 | 0 | 0 | 0 | 4.33    |
Q-12 I am satisfied with the professional interaction with faculty throughout TTU.

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Q-13 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently accepted.

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Q-14 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).

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Q-15 I am receiving the research and professional development guidance I need from other faculty.

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Q-16 I am satisfied with the professional interaction with the graduate program coordinator(s).

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Q-17 I am satisfied with the professional interaction with other faculty within the program(s).

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Q-18 I am treated as a respected contributor to the graduate program in which I am involved.

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Q-19 I have been given an opportunity to be engaged in decisions regarding changes in the program(s).

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Q-20 Course and program changes are evaluated by all faculty and voted upon by those faculty.

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Q-21 Sufficient graduate teaching assistantship stipends are available.

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Q-22 The program offers adequate opportunity for its faculty to gain teaching training.

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Q-23 Graduate teaching assistantships assignments are made equitably, based on established criteria.

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Q-24 Graduate program policies are clearly defined and readily available to me.

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Q-25 Graduate program policies clearly identify petition and appeals procedures available.

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FACULTY COMMENTS:

What do you consider to be the strengths of your graduate program(s)?

Great leadership and good recruits.
National reputation, faculty graduate success
Variety of courses offered, faculty involvement in graduate committees, different degrees offered in department, opportunities for graduate assistantships.
What changes, if any, could be made to improve the quality of your graduate program(s)?

<table>
<thead>
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<td>More money available for assistantships.</td>
</tr>
<tr>
<td>More money for teaching and research assistantships, more rigor in admission process</td>
</tr>
</tbody>
</table>

Please feel free to add any additional comments or questions in the space below.
STUDENT SURVEY RESULTS-AGRICULTURAL
EDUCATION AND COMMUNICATIONS

Number of students participating in survey

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Number of Participants</th>
</tr>
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<tbody>
<tr>
<td>Doctoral</td>
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</tr>
<tr>
<td>Master’s Thesis</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td><strong>PARTICIPANT TOTAL</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

Student participant: Years in program

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Participants</th>
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<tbody>
<tr>
<td>1st</td>
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</tr>
<tr>
<td>2nd</td>
<td>10</td>
</tr>
<tr>
<td>3rd</td>
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<td>4th</td>
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<tr>
<td>5th</td>
<td>0</td>
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<tr>
<td>6th</td>
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SCALE

<table>
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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Average</th>
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<tbody>
<tr>
<td>5</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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</tr>
</tbody>
</table>

Q-1 The research facilities and equipment available for my graduate research meet my needs

| 6 | 8 | 1 | 0 | 0 | 0 | 4.33 |

Q-2 I have adequate access to facilities and equipment needed for my graduate work

| 5 | 10 | 2 | 0 | 0 | 2 | 4.18 |

Q-3 The quality and availability of departmental graduate student office space is adequate for my needs

| 7 | 1 | 1 | 1 | 1 | 8 | 4.09 |

Q-4 Library resources available to me are adequate for my needs

| 5 | 12 | 0 | 2 | 0 | 0 | 4.05 |

Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs

| 6 | 8 | 1 | 1 | 1 | 2 | 4.00 |

Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program

| 9 | 7 | 1 | 2 | 0 | 0 | 4.21 |

Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor.

| 5 | 11 | 1 | 2 | 0 | 0 | 4.00 |

Q-8 The graduate teaching by faculty in the program is of appropriate quality

| 6 | 12 | 0 | 1 | 0 | 0 | 4.21 |

Q-9 Graduate courses in other fields, needed to support my program or minor, are sufficiently available

| 5 | 11 | 2 | 0 | 0 | 1 | 4.17 |
| Q-10 Program seminars are adequate to keep me informed of developments in my field |
|-----------------------------|---------------|--------|--------|--------|--------|--------|
| 3                           | 10            | 4      | 1      | 0      | 1      | 3.83   |

| Q-11 The initial advising I received when I entered the program was an adequate orientation |
|---------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 9                                           | 5             | 2      | 3      | 0      | 0      | 4.05   |

| Q-12 I have a department mailbox or other form of communication with faculty & graduate students |
|-----------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 8                                           | 7             | 0      | 1      | 0      | 3      | 4.38   |

| Q-13 I have adequate access to my major professor |
|-----------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 14                                          | 4             | 0      | 1      | 0      | 0      | 4.63   |

| Q-14 I am receiving the research and professional development guidance I need |
|-----------------------------|---------------|--------|--------|--------|--------|--------|
| 9                           | 7             | 2      | 1      | 0      | 0      | 4.26   |

| Q-15 I am satisfied with the professional interaction with my major professor |
|---------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 12                                          | 3             | 1      | 3      | 0      | 0      | 4.26   |

| Q-16 I am satisfied with the professional interaction with faculty both within the program and at TTU |
|-----------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 10                                          | 6             | 2      | 1      | 0      | 0      | 4.32   |

| Q-17 I am treated as a respected contributor to the research program in which I am involved |
|-----------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 7                                           | 4             | 2      | 2      | 0      | 4      | 4.07   |

| Q-18 I have been given an opportunity to be engaged in significant research for my thesis or dissertation |
|-----------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 7                                           | 7             | 1      | 1      | 0      | 3      | 4.25   |

| Q-19 If I decide to change my major professor, the mechanism for doing so is suitable |
|-----------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 4                                           | 4             | 6      | 0      | 1      | 4      | 3.67   |

| Q-20 I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings |
|-----------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 9                                           | 8             | 1      | 1      | 0      | 0      | 4.32   |

| Q-21 Graduate teaching or research assistantship stipends are adequate |
|---------------------------------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 3                                           | 2             | 2      | 3      | 1      | 8      | 3.27   |

| Q-22 The program offers adequate opportunity for its graduate students to gain teaching experience |
|--------------------------------------------------------------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 6                                           | 2             | 5      | 1      | 0      | 5      | 3.93   |

| Q-23 Graduate teaching assistantships, assignments are made equitably, based on established criteria |
|--------------------------------------------------------------------------------------------------|---------------|--------|--------|--------|--------|--------|
| 3                                           | 5             | 4      | 1      | 1      | 5      | 3.57   |
Q-24 Program policies are clearly defined and readily available to me

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th>4.05</th>
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<tbody>
<tr>
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<td>1</td>
<td>3</td>
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<td></td>
</tr>
</tbody>
</table>

Q-25 Graduate program policies clearly identify petition and appeals procedures available to me

<table>
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<tr>
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</tr>
</tbody>
</table>

Q-26 There is a well-established mechanism for regular graduate student participation in decisions affecting students, whenever this is appropriate

<table>
<thead>
<tr>
<th></th>
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<td>0</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT COMMENTS:

**What do you consider to be the strengths of this program?**

| The individuals in this department are second to none. My advisor and others in the department do all they can to ensure that I am successful. |
|---|---|
| Great faculty. |
| Flexibility, high-quality faculty, good-quality distance delivery, focus on student-learning & achievement. |
| The nature and culture of the department. |
| Faculty. |
| Good grant money. |
| The interaction with professors and their guidance and instruction. |
| Strong teaching and research faculty. Opportunities to attend research conferences. |
| The faculty is the strength of the Ag. Comm. program. They are knowledgeable about the field and have excellent industry contacts. |
| Recognition of both qualitative and quantitative research, national associations, activities of the faculty. |
| WE ARE KEPT INFORMED OF DEVELOPMENTS IN THE FIELD AS WE MAKE PROGRESS WITH OUR STUDIES. UPDATES ON JOBS AND THE CAREER TRENDS MAKE US. |
| The faculty and staff and the one on one interaction between them and students and the help that they provide to the students. |
| An extremely strong basis of research and recognition across the nation as a strong program. |
| Grant writing opportunities, ability to write research papers and present at conferences, ability to be an instructor for ACOM undergraduate courses and to manage a TA |

**What do you consider to be the weaknesses of this program?**

| NEED FOR A GLOBAL FOCUS SO AS TO ATTRACT MORE INTERNATIONAL RESEARCH AND BRING IN A MORE DIVERSE FACULTY AND STUDENTS LEADING TO GREATER OPPORTUNITIES FOR KNOWLEDGE CREATION AND SHARING. |
|---|---|
| Joint undergrad and grad level classes. Not helpful. |
| Set program for graduate students to follow. Equity is based upon major professor, not what |
individual can bring to program.

More classes could be offered if there were more faculty members.

It's small, which is both good and bad.

Class availability and course rigor.

Low admission standards.

If a student is not on assistantship it is kind of hard to get opportunities to contribute to research or to have as much interaction from professors.

Funding decreasing, especially for travel to professional conferences.

Not as much of a focus on qualitative research.

The biggest weakness right now is the inability to support the large number of graduate students by sending them to professional and research conferences.

<table>
<thead>
<tr>
<th>What changes, if any, could be made to improve the quality of this program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>More in-person class options for on-campus students. Change EdD to PhD.</td>
</tr>
<tr>
<td>Treat all students with respect. Not just 'favorites'.</td>
</tr>
<tr>
<td>All professors should have some set office hours in addition to the 'open door' policy, so that students that are not on campus all day can get adequate access to their guidance.</td>
</tr>
<tr>
<td>Focus more on qualitative research--the why and how.</td>
</tr>
<tr>
<td>Find ways to better incorporate distance students into the 'live' classes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please feel free to add any additional comments below</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>