

PENNSSTATE



College of Agricultural Sciences
Department of Agricultural and Extension Education



Strategic Plan

March 2009- June 2013

Table of Contents

Executive Summary	2
Articulated Vision & Strategies to meet vision	2-3
Brief History of the Department.....	3
Description of Key Programs and Performance on Measurable Targets of Faculty, Staff & Programs	4-6
Undergraduate	6-10
Graduate	10-13
Extension	14
Research	15-16
Contributions to one or more of the college's five strategic initiatives Undergraduate	16
Graduate	16-17
Extension	17-18
Enhancements to the Student Learning Experience Resident Education	18-19
Extension	19
Feedback from Stakeholders	19
Strengths, Challenges, and Opportunities of Departmental Programs Undergraduate	20-21
Graduate	22-23
Extension	23-26
Research	27
Key resources identified/needed by AEE	27
Assessments of student learning outcomes for resident, distance, and extension students.....	27-28
Contributions to the four dimensions to Foster Diversity	28-29
• Campus Climate/Intergroup relations	
• Access/Success	
• Education/Scholarship	
• Instructional viability/vitality	
Strategic Goals, Strategies, and Performance Indicators Strategic Goal A	30-33
Strategic Goal B	33-35
Strategic Goal C.....	35-36
Implementation of cost saving & cost avoidance measures.....	36-38
Summary of the Strategic Planning Process	38

Executive Summary

As identified in the 2006-09 Strategic Plan four significant recommendations continue to be key priorities for the unit in 2008-2013: these priorities continue to be: increase recruitment efforts at the undergraduate and graduate levels; review and revise, if needed, the graduate curricula; develop an efficient and economic means to deal with infrastructure changes; and address staff/faculty vacancies in key programmatic areas.

Within the Department, faculty and staff identified four categorical areas of expertise that intersect the educational, research, and outreach functions of the land grant institution (1) Leadership across generations, (2) Community Wellness & Civic Engagement, (3) International Ag & Diversity, and (4) Communication & Methods.

For the development of this strategic plan, faculty and staff revisited and focused on assessing the impact and outcomes of the 2008-13 plan. Based upon several opportunities to provide input and advice, the department felt that the focus and direction of the 2008-13 plan would continue to follow, with modifications, the goals and strategic indicators in the previous plan. General consensus from the group acknowledged the need to address goals and align with the College 2008-13 plan as well as proactively respond to programmatic and stakeholder needs.

Mission, Vision, Programs, and Core Expertise

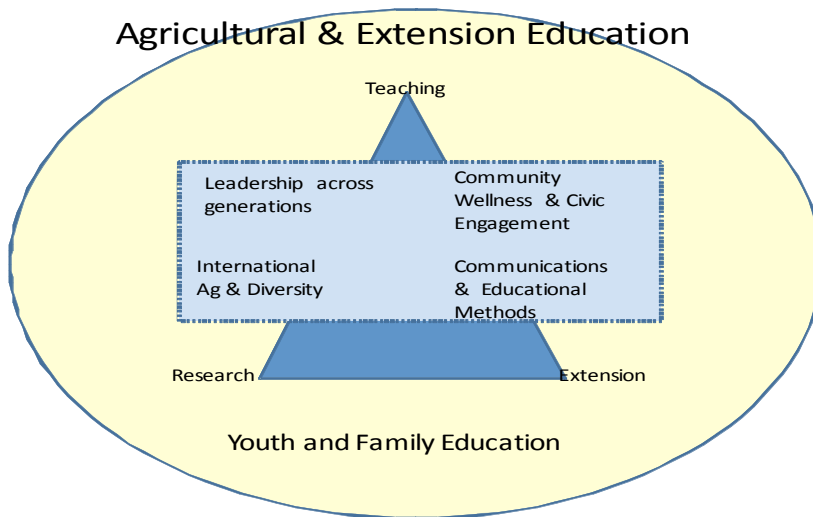
The **mission** of the Department of Agricultural and Extension Education is to improve the quality of life for individuals, families, and communities through contemporary undergraduate and graduate education, research, and extension programming.

The **vision** of the Department of Agricultural and Extension Education is to be a leader in Pennsylvania, nationally, and internationally, in preparing formal and nonformal educators for the agricultural sciences, youth and family education, community wellness and civic development, and leadership development. Our faculty, staff, and graduates are to be noted for developing contemporary curricula and programs, conducting high quality research, and disseminating new knowledge in these areas.

Programs and Core Expertise

Our vision and mission will be accomplished as we focus on four contextual areas of expertise that intersect the educational, research, and outreach functions of the land grant institution. These areas of expertise are (1) Leadership across generations, (2) Community Wellness & Civic Engagement, (3) International Ag & Diversity, and (4) Communication & Educational Methods. We deliver research-based, contemporary programming within the context of Agricultural and Extension and Youth and Family Education (Figure 1).

Figure 1.



Brief History of the Department

The Department of Agricultural and Extension Education has a long history dating to the 1910-11 academic year when a one-year course was offered to prepare high school graduates to teach agriculture. A four-year curriculum was initiated the following year. By the time the teacher preparation curriculum moved into the Department of Rural Life in 1918, 26 students had received degrees in agricultural education. The new Department included three faculty with primary responsibilities in agricultural education, one faculty member in rural economics, and a rural sociology professor. The curriculum required 147 credits.

The Department thrived as a unit until the Board of Trustees created a School of Education in 1923. With the birth of this new School, the Department of Rural Life was disbanded. The agricultural education program and its faculty were shifted to the new School of Education and the newly created Department of Agricultural Education. The rural economics and rural sociology faculty were shifted into the new Department of Agricultural Economics and Farm Management within the School of Agriculture. The agricultural education program had a short life in the School of Education. After two brief years, the Board of Trustees shifted the program back to the School of Agriculture and a new Department of Rural Education. In 1943, the Board of Trustees renamed the unit the Department of Agricultural Education. For a detailed description of the Department, see William F. Hall's *Four Decades of Agricultural Education at Penn State* written in 1954 for the University's centennial celebration.

The Department focused primarily on teacher education until the late 1970s when courses in extension education were added. This expanded mission led the Board of Trustees to approve the Department's present name in 1981. Faculty with expertise in Family and Consumer Sciences joined the Department in 1982 as the unit further broadened its mission. In January 1988, the unit assumed the final segment of its current structure when the 4-H faculty and staff were incorporated into the Department.

Since the early 1990's the department has evolved and expanded its focus to include faculty and staff whose expertise have enhanced the programmatic focus and applied scholarship base in children, youth, and family education and well-being, civic and community engagement, and service learning.

Description of Key Programs and Performance on Measurable Targets of Faculty, Staff, and Programs

Selected performance measure and indicators are included where appropriate to provide context and documentation of growth and areas for enhancement.

Faculty and Staff- In fall 2008, there were 17 standing faculty in the Department. Two faculty positions were approved to fill 75% resident education; 25% research appointments in teacher education and leadership education with the anticipation of filling these spots in early 2009. To date, the leadership education position has been filled. The distribution of ranks includes 2 assistant professors, 10 associate, and 5 professors (see Table 1). Twelve faculty are on 36-week appointments. Also, 8 faculty are 56 years of age or older. The Department has an enviable diversity record. Nine of the 17 standing faculty are women, four are African Americans, and one is a native of India. These totals are considerably higher than for most other units in the College. From a full time staff perspective – Eleven are female and one is male. One of the staff assistants is African American the rest are Caucasians. Faculty full-time equivalents in the Department during the last five years are presented in Table 2. Faculty FTEs fluctuated slightly over the past five years.

Table 1. Distribution of Standing Faculty by Age and Rank * July 1, 2009

Rank	Age Group			Total
	<45	46 – 55	56+	
Assistant Professor	1	0	0	2
Associate Professor	2	4	5	10
Professor	1	1	3	5
Total*	4	5	8	17

*Includes department head

15 Tenured; 8 Females; 4 African Americans; and 1 India native

13 Caucasians

Table 2. Standing Faculty Full-Time Equivalent (FTE) Appointments in Resident Education, Research, and Extension, 2002-03 to 2007-08 *July 1, 2009

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Resident Education	6.91	6.91	5.46	5.46	6.16	4.66	
Research	6.14	5.89	5.59	5.59	5.14	4.64	
Extension	7.95	7.20	7.95	6.95	6.70	6.70	
TOTAL FTEs	21.0	20.0	19.0	18.0	19.0	17.0	

*Does not include department head

Key Programs

Agricultural and Extension Education

Faculty and staff working in agricultural and extension education are engaged in scholarly work, resident-based instruction, and outreach with a variety of stakeholders and students (graduate and undergraduate). The majority of faculty time in this area is devoted to resident-based educational programming in undergraduate and graduate education. Undergraduate students can choose to major in Agricultural Science or Agricultural & Extension Education (3 options, two which lead to teacher certification and one in leadership development). Additionally, AEE faculty serve as coordinators for five undergraduate minors: Agricultural Communications; Youth and Family Education; Leadership Development; International Agriculture; and Civic and Community Engagement.

Graduate programs in AEE attract students who are interested in either formal education or non-formal education in the agricultural or human sciences. In addition, several non-AEE undergraduate and post-baccalaureate students enroll in coursework to seek certification to teach agricultural education at the secondary level. A significant proportion of the teaching appointments of faculty in this area correspond to their budgeted outreach responsibilities in the Center for Professional Personnel Development in Career and Technical Education. The supervision and certification of new teachers, graduate and continuing education workshops for secondary school teachers are important teaching activities for Center personnel. Center responsibilities may result in lower than expected course-credit loads than for other faculty.

Youth, and Family Education

Many of our faculty in the Department have expertise within the related fields of Children, Youth, and Families (CYF) and apply this expertise within all three major functions: teaching, research, and extension. Five of our faculty contribute to the Youth and Family Education masters program and undergraduate minor. Another faculty member focuses his teaching on program development in CYF. In addition, nine of our faculty have assignments to support Cooperative Extension programming in the CYF area and are responsible for conducting research, developing curricula and programs, providing in-service and technical assistance for program implementation and evaluation to county extension educators who deliver the CYF programs in their communities. Other faculty contribute through resident education, research, and outreach in areas of community and civic engagement, prevention issues, diversity education, and financial management. Much of the CYF programming content centers on 4-H Youth Development and Family and Consumer Sciences. Several faculty work in both the 4-H Youth Development and Family and Consumer Sciences programming areas.

- 4-H Youth Development- Several faculty and staff contribute to the 4-H Youth Development program. The expertise that faculty contribute to the 4-H youth development through research and programming address areas such as: program development and evaluation, curriculum development, financial literacy, diversity education, intergenerational programming, youth and family resiliency and policy, leadership development, and service-learning.
- Family and Consumer Sciences - Several faculty contribute to the Family and Consumer Sciences area through program development, resident education, and research. The programs and research of these faculty support Extension programming in the family and consumer sciences areas in the state's 67 counties. The expertise that faculty contribute to Family and Consumer Sciences programs through research and programming address areas such as: financial literacy, youth and family resiliency and policy, curriculum development, diversity education, intergenerational programming, leadership development, and service-learning.

Faculty in other departments also support family and consumer sciences Extension programming in nutrition, parenting, community development, and health.

Community Wellness and Civic Engagement

The reciprocal relationship between the health, well being, and civic engagement of individuals and families as well as the association between individual and community well-being is the theme of the teaching, research, and Extension work of several faculty members. This framework is the basis for several extramural grants and research projects and also is the framework used in courses taught in the Youth and Family Education Masters program. Faculty in the AEE department also play an active role in Penn State's Inter-College Minor in Civic and Community Engagement. The foundations course for the minor (YFE 211) is offered through the department.

Leadership Development

Several faculty members contribute to the Leadership Development area through program development, resident education, and research. The programs and research of these faculty members support Resident Education through undergraduate and graduate coursework and Extension programming for youth and adults in the state's 67 counties. The expertise that faculty contribute to the Leadership Development programs address areas such as: youth leadership programming within organizations, factors affecting leadership skill acquisition, transfer of leadership training and skills, and curriculum development.

Undergraduate Programs

The Department of Agricultural and Extension Education offers two baccalaureate degrees and five undergraduate minors. Enrollment data for the undergraduate degrees and minors from 2003-08 are reflected in Tables 1 and 2, respectfully. Tables 3 & 4 list the number of undergraduate degrees and minors completed through the Department from 2003-08.

Majors:

1. **Agricultural and Extension Education** – Students in this major take technical courses in agriculture, food, and natural resources, along with professional courses in education, leadership development, and communication.

Students can specialize in one of three options in the AEE major:

- **Production Option** (Teaching option) - This option can prepare students to teach in specialized areas of agriculture such as horticulture, forestry, agricultural mechanics, and animal and plant production programs in public school settings.
- **Environmental Science Option** (Teaching option)- Students who want to teach in specialized areas of agriculture in public school settings that emphasize natural resources and environmental science can choose this option. Coursework focuses on biological and physical ecosystems; social, political, and legal aspects of environmental science; environmental impact management; and environmental learning.
- **Leadership Development & Communications Option** (Non-teaching option) – Students who want to explore various leadership styles within social, cultural, political, and organizational contexts can choose this option. It is intended for students interested in a cross-disciplinary approach to the gathering, interpretation, and application of knowledge about leaders and leadership practices. This option can equip students with the technical skills necessary to excel as leaders in their professions and to help others accomplish their goals

2. **Agricultural Science** – This major enables students to develop programs of study to serve their individual needs by assembling courses selected from various departments within the College of Agricultural Sciences. The student develops either a broad background in agriculture or a special program of study not currently offered within departments of the college. Students are required to focus study on one or more disciplines of the agricultural sciences by selecting a minor from the approved list of minors offered by the College of Agricultural Sciences. The student, in consultation with an advisor, is given considerable flexibility for selecting courses to satisfy individual interests and aspirations.

Minors:

1. **Agricultural Communications** – Through the Department of Agricultural and Extension Education, this interdisciplinary program of study is designed to provide students with the opportunity to gain an understanding of, and to develop a skill level for, professional communication practices in the food and agricultural, sciences and natural resources. Students need to know how to communicate effectively in the workplace. Communications is the essence of all professional practices. This minor offers interested students a coherent and recognized focus for their communication interests within their overall academic program.
2. **International Agriculture** – This minor is an interdisciplinary program of study designed to enable students to gain an awareness of resources available in international agriculture, recognize systems of learning transfer, and understand the impact of technological transfer across cultures. Students are given the option of participating in a semester study abroad program or may elect to take 18 course credits.
3. **Leadership Development** – The minor in leadership development is based on a broad cross-disciplinary philosophy of leadership. The goal of the minor is to expand students' knowledge, skills, and understanding of specific leadership theories, concepts, models, and current leadership issues in applied settings.
4. **Youth and Family Education** – This minor is an interdisciplinary program of study designed to prepare students who wish to have a career in cooperative extension and other nonformal education programs. This minor offers coursework from several disciplines and addresses student needs in areas such as nonformal education methods, adult education, leadership, youth programs, and communication methods and media.
5. **Civic and Community Engagement** – This minor is designed for undergraduate students seeking to apply domains of knowledge from their majors or general education programs to issues of consequence beyond the classroom in a manner that integrates academic and creative development with democratic principles of contribution to the community and nation.

Programmatic revisions – During 2007, minor revisions were made to the leadership development baccalaureate option and a new 200 level course (GS) AEE 201 -was approved in leadership development. Other changes to the undergraduate major included revisions to reflect requirements in teacher certification options (state mandates). During fall 2008, slight changes were made to minors to reflect input from stakeholders, the undergraduate curriculum committee and to address course offerings and added prerequisites for courses previously required and/or listed as electives for the minors. Undergraduate enrollments at the baccalaureate and minor levels have remained relatively constant with a rise in enrollments in the 2007-08 academic year (Tables 1 & 2). The changes in enrollment are reflected in the number of baccalaureate and minor programs completed (Table 3 & 4).

Table 1. Fall Undergraduate Enrollments (Head Counts)

Degree	Major	2003-04	2004-05	2005-06	2006-07	2007-08
B.S.	AEE	50	48	58	62	48*
B.S.	AG SC	44	45	33	43	65
TOTAL		94	93	91	105	113

*Number does not reflect AEE dual majors

Table 2. Minor Enrollments (Head Counts)

Minor	2003-04	2004-05	2005-06	2006-07	2007-08
AG COM	3	2	1	2	7
CIVCM*	-	8	5	6	3
INTAG	9	10	15	8	4
L DEV	5	5	5	2	5
YFE	4	1	0	1	1
TOTAL	21	26	26	19	20

* Approved in 2005

Table 3. Undergraduate Degrees Conferred

Degree	Major	2003-04	2004-05	2005-06	2006-07	2007-08
B. S.	AEE	10	15	12	20	12
	AG SC	12	25	18	13	20
TOTAL		22	40	30	33	32

Table 4. Undergraduate Minors Completed

Minor	2003-04	2004-05	2005-06	2006-07	2007-08
AG COM	3	4	1	0	2
CIVCM*	-	14	14	16	13
INTAG	5	11	14	9	4
L DEV	2	6	6	4	2
YFE	3	3	0	0	1
TOTAL	13	38	35	29	22

*Approved in 2005

Undergraduate Recruitment efforts

In June 2007, the unit made a strategic investment in a fixed term, part-time recruitment coordinator. This individual provides support to undergraduate student recruitment activities and marketing in the unit and the college. She provides assistance to the AEE Undergraduate Coordinator, faculty and administrators in recruiting undergraduate students with some selected undergraduate advising and support for alumni events and programming. Responsibilities include developing and leading a variety of programs for recruiting and retaining students for AEE undergraduate programs; coordinating faculty and staff involvement in recruitment activities at local, state, and national events; maintaining a database of potential and current students; meeting with prospective students and parents; and representing AEE undergraduate programs at special events.

During fall 2006 the unit participated in the College's Marketing and Recruitment Campaign and contracted the development of multiple recruitment materials. These materials provide a means to promote and inform students about academic opportunities in our undergraduate programs and minors. Copies of materials were mailed to all county extension offices and agricultural education programs fall/winter of 2007. Follow-up correspondence with county based educators and ag education teachers yielded nominations of potential students for our programs. During summer and

fall of 2008, AEE faculty and staff worked with the college communication and marketing staff to revise and update versions of the undergraduate brochures for the AEE and AG SC majors.

Recent collaborations with ERM, FD SC and ASM undergraduate program coordinators resulted in a scope and sequence of courses that lead to dual majors, AEE and ERM or ASM, along with teacher certification in Agriculture. These opportunities are posted on the unit's web site, as well as on the ERM and ASM web sites.

Center for Professional Personnel Development/Teacher Education

PDE/NCATE accreditation –In 2012, all teacher education programs at Penn State will be reviewed by the National Council for Accreditation of Teacher Education (NCATE) to assess our certification programs and retain certification status. The AEE teacher education faculty and staff are already working on providing materials, documentation, and required information for this important review. Members of the teacher education faculty also are represented on the Penn State Professional Certification Coordinating Council (PCCC) to address state and national issues related to teacher certification. In 2010, the Pennsylvania Department of Education will review all teacher certification programs. The level of work to compile reports for these reviews is substantial.

Academic Advising – During the spring 2008 semester, a Web advising survey was posted for all undergraduate students in the department to complete. The survey has been used in the past to assess advising impact and perceptions of students toward their advisors. Data are compiled and shared with individual faculty so they can maintain and/or look to improve aspects of academic advising. Each of the statements asked students to express their extent of agreement toward their academic advisor on a scale from 1-7, with 7 representing the most positive judgment. Following three requests for participation from a total of 113 undergraduate students, 32 students responded (approximately 28% response rate). Table 5 provides the mean score for each question.

Table 5. AEE Undergraduate Advisors – Spring 2008

Department Items	Dept Mean*
Question 1: Listens to my ideas	5.16
Question 2: Is friendly	5.71
Question 3: Usually available when I need help	5.25
Question 4: Is available for appointments; easy to contact	5.22
Question 5: Stimulates me to reason through my problems	4.86
Question 6: Acts like I am welcome	5.36
Question 7: Talks and explains on my level	5.75
Question 8: Gives the impression of really caring how I feel	4.85
Question 9: Promptly responds to my questions, e-mails	5.18
Question 10: Encourages me	4.92
Question 11: Is good natured	5.69
Question 12: Encourages me to consider other fields of study/work	4.53
Question 13: Takes time to help me when I really need it	4.83
Question 14: Willing to obtain clarification on unanswered questions	5.08
Question 15: Goes out of his/her way to help me when he/she thinks I'm headed for trouble	4.41
Question 16: Is knowledgeable of university requirements, rules, and courses	5.46
Question 17: Is knowledgeable of department requirements	5.45
Question 18: Understands my problems	4.71

*Ratings based on a 7-point scale with 7 representing the most positive judgment.

Teaching Effectiveness – AEE faculty secure student input about their teaching through several approaches, most often through the SRTE. As shown in Table 6, the SRTE quality of graduate and undergraduate course ratings ranged from 2.63 – 7.00. The overall mean rating related to quality of instructor ratings were typically slightly higher and ranged from 2.71 – 7.00.

Table 6. Student Rating of Teaching Effectiveness for Departmental Courses*

	2003	2004	2005	2006	2007
Quality of Course					
# of Classes	36	38	38	37	28
Low	3.10	3.25	3.57	2.63	4.00
High	7.00	6.74	6.93	6.74	6.70
Mean	5.71	5.56	5.64	5.54	5.60
Quality of Instructor					
	2003	2004	2005	2006	2007
# of Classes	36	38	38	37	28
Low	2.91	2.71	3.67	3.25	4.00
High	7.00	6.96	6.93	6.94	6.90
Mean	5.95	5.79	5.95	5.81	5.86

*Ratings based on a 7 point SRTE scale.

Graduate Programs- Graduate programs in Agricultural and Extension Education emphasize formal and nonformal education and research design/methodology. In addition, students have the flexibility, especially in the Ph.D. program, to emphasize a substantive area of professional interest such as family and youth development or professional education. The latter can include such diverse areas as international education, communications, administration and supervision, extension education, or teaching. This program flexibility enables students to select a minor such as demography or women’s studies.

The Department offers the Master of Science (M.S.) and the Master of Education (M.Ed.) in Agricultural and Extension Education and the Master of Education (M.Ed.) in Youth and Family Education. The master’s degree in Youth and Family Education was modified in 1999 from its former status as Extension Education, an interdisciplinary program administered through the Department with liaison committee members in other departments of the College of Agricultural Sciences. The degree program now resides in the Department. The requirements were also changed in 2002 so YFE students can complete either a thesis or a professional paper.

The Department also offers the Doctor of Philosophy (Ph.D.) in Agricultural and Extension Education. A thesis or dissertation is required for the M.S. and Ph.D. programs in Agricultural and Extension Education. All M.S. and YFE graduate students are required to write an article or a paper for presentation based upon their thesis/professional paper or their assistantship responsibilities.

Students in the M.Ed. in AEE program can either do an article, a paper, or a poster as a cumulating experience. Through the M. Ed in AEE, an individual can earn their degree in residence during the academic year or through annual three-week summer sessions. The M. Ed AEE Track 2 which was designed to target individuals who wish to secure teacher certification in agriculture while earning a master’s degree was “officially” discontinued in spring 2007 as increased educational coursework needed for certification was mandated by the Department of Education. These additional requirements included nine additional credits of coursework in adaptive education for students with special needs and teaching students with English as a second language.

Graduate enrollment in the Department remained fairly constant across all degree programs over the past five years (see Table 7-10). During this period, enrollments in programs leading to a Master's of Education were sporadic but changes to offer three core degree graduate level courses during a three week period during summers continues to garner enrollment. The effort has resulted in student enrollments and eventual application in the AEE and YFE M.Ed. programs as more students seek a master's degree for promotion and/or hiring in Cooperative Extension positions. Master of Science enrollments remained constant. The professional D.Ed. program was formally discontinued several years ago due to limited interest while enrollments in the Ph.D. program remain constant. As in the past, the Department's graduate programs focused primarily on preparing students for either formal or nonformal education positions associated with the agricultural or human sciences. Today, substantial numbers of enrolled and prospective graduate students have long-term professional interests in international education, youth and family education, and agricultural communications. Some of these students have had previous professional experiences through the Peace Corps or NGOs. Appropriate curricular changes are needed to reflect these interests.

Table 7. Graduate Enrollments

Degree	Major	2003-04	2004-05	2005-06*	2006-07	2007-08
M. S.	AEE	16	12	7	10	7
M. Ed.	AEE	17	12	16	15	11
M. Ed.	YFE	9	11	11	18	14
TOTAL- Master's		42	35	34	43	32
Ph. D.	AEE	12	9	8	13	8
TOTAL Master's & Doctorate		54	44	42	55	40

Table 8. Graduate Degrees Conferred

Degree	Major	2003-04	2004-05	2005-06	2006-07	2007-08
M. S.	AEE	2	9	4	2	3
M. Ed.	AEE	1	2	2	7	0
M. Ed.	YFE	4	2	3	0	6
TOTAL –Master's		7	13	9	9	9
Ph. D.	AEE	5	5	1	5	0
TOTAL Master's & Doctorate		12	18	10	12	9

Table 9. Graduate Enrollment by degree program and full/part-time status

Degree	Major	2003-04	2004-05	2005-06	2006-07	2007-08
M. S. Full-Time	AEE	11	10	6	8	5
M. S. Part-Time		5	2	1	2	2
M. Ed. Full-Time	AEE	5	6	10	6	5
M. Ed. Part-Time		12	6	6	9	6
M. Ed. Full-Time	YFE	4	6	3	7	6
M. Ed. Part-Time		5	5	8	11	8
TOTAL –Master's FT		20	22	19	21	16
TOTAL –Master's PT		22	13	15	22	16
Ph. D. Full-Time	AEE	11	7	6	9	6
Ph. D. Part-Time		1	2	2	3	2
TOTAL- Doctor's		12	9	8	12	8
TOTAL Master's & Doctorate		54	44	42	55	40

Table 10. Graduate enrollment by ethnicity, gender, and nationality*

Degree	Major		2003-04	2004-05	2005-06*	2006-07	2007-08
M. S.	AEE	Male	8	4	2	1	1
		Female	8	8	5	9	6
		White	9	9	6	8	5
		Black Am (not Hisp)	1	0	0	0	0
		Hispanic/Puerto Rican	0	1	1	0	0
		Foreign	6	2	0	1	1
		Unknown	0	0	0	1	1
M. Ed.	AEE	Male	11	9	8	7	4
		Female	6	3	8	8	7
		White	16	11	15	14	10
		Black Am (not Hisp)	0	0	0	0	0
		Asian Am/Pacific Islr	0	1	1	1	1
		Unknown	1	0	0	0	0
M. Ed.	YFE	Male	0	0	0	2	2
		Female	9	11	11	16	12
		White	6	9	9	14	12
		American Indian	1	0	0	0	0
		Foreign	0	0	0	0	0
		Unknown	2	2	2	4	2
Ph. D.	AEE	Male	7	6	5	6	3
		Female	5	3	3	6	5
		White	2	2	1	4	1
		Black Am (not Hisp)	3	2	1	2	1
		Asian Am/Pacific Islr	0	0	0	0	0
		Hispanic/Puerto Rican	1	1	0	0	0
		Foreign	6	4	5	5	5
		Unknown	0	0	1	1	1

*Rows with no enrollment were deleted from table

The department also initiated discussion and action based on declining enrollments in our graduate programs. Several events and opportunities arose to help develop a plan of action. An informational document, listing faculty research and educational programming areas, recent publications, and contact information was developed to share with prospective graduate students and internal/ external stakeholders. Additionally, in summer of 2007 the unit leader and graduate program officer attended a 2-day seminar that addressed recruitment strategies, trends, and promotion of graduate programs. During fall 2008 a faculty retreat focusing entirely on graduate education provided focus and direction to graduate program revisions, curricular changes, and increase efforts in recruitment and retention. Unit level responses from the College graduate student survey were discussed and addressed in this session, such as, the opportunity to engage in teaching (resident education and extension programming) and increased communication on degree policies and procedures.

The following recommendations reflect input from the May 2007 Strategic Planning Retreat and fall 2008 graduate education retreat:

› **Enhanced graduate teaching opportunities**

Develop new opportunities for AEE & YFE graduate students to teach both in formal and nonformal settings through community-based internships, university classrooms and in extension and outreach settings. Promote the use of case studies and other active learning approaches that reflect current global conditions.

› **Enhance the YFE program**

Enhance the YFE program to provide increased opportunities for youth and family extension educators and other students to participate in a cohort educational program that will systematically move individuals through coursework and to degree completion through Penn State Continuing Education. Create new online courses and intensive summer courses to help students with challenging schedules earn professional graduate degrees in a timely and cost-efficient manner. All students that participate in this degree will be required to take part in an internship. Create a certificate program with a core set of classes in YFE that can lead to a degree in YFE. To date, two new YFE courses have been developed and approved – YFE 840 - Applied Youth Development and YFE 845 - Intergenerational Programs and Practices.

› **International dual-title degree program**

To prepare CAS graduates for the global economy and to work in international agricultural development, AEE has assisted in the development of a proposal to develop a dual title degree program in International Agriculture and Development. Leadership within AEE will involve interested CAS departments, Geography and the School for International Affairs to promote this new dual-title degree program.

› **Collaboration with Extension community**

Work with Extension administration to develop graduate education curricula that will enhance AEE's ability to meet evolving and changing needs of extension educators. Provide college leadership in assessments and program impact. Facilitate graduate education that works directly with Extension in the field to provide high quality program data collection and analysis opportunities.

› **Develop new recruitment tools**

Develop recruitment tools that reflect the scope and breadth of student opportunities within AEE and YFE graduate education. Systemize the tools so that web information and paper copies support and express similar content.

› **Increase number of international graduate student fellowships**

Develop marketing tools to enhance the strong international reputation of the department to meet the needs of international students that are sponsored by the Ford Foundation, Fulbright and through international government support.

› **Enhance Communication and Leadership Curricula**

Through the addition of new faculty members, strengthen the curricula offerings in AEE communications and leadership graduate offerings. Tailor the new courses to enhance communication and leadership skills of graduate students in AEE and across the college. The focus of these courses will be to prepare students in entrepreneurial leadership and communications.

Extension- The Department of Agricultural and Extension Education is the academic home for 4-H youth development and family and consumer sciences faculty with major Extension responsibilities.

The Department has significantly increased opportunities for Extension faculty to pursue research, program evaluation, scholarly publications, contribute to the resident education program, and various types of academic collaborations.

Our Extension faculty and staff are responsible for supporting Extension program initiatives related to Children, Youth, and Families (CYF) programming in the 67 counties. Family and consumer science, 4-H youth development, and agricultural extension faculty share responsibility for educational programming for both adult and youth clientele. A comprehensive goal of Extension education is to develop and disseminate research-based and evidence-based programs to local Extension educators working directly with youth and families in their communities. Computer networks, mass media, publications, and distance education, including satellite programming, seminars and workshop series are used to deliver these programs.

All Extension faculty and staff in the College have committed sixty percent of their Extension appointments to Natural Work Groups and Program Teams. Teams are composed of extension faculty, county extension educators, and other collaborators with expertise in the issue addressed by the team. Program teams will be proactive in anticipating and addressing key issues related to local needs with high quality, science-based programming. Program teams will develop resources, curriculum, training, and programs that are delivered with consistent quality across the state.

Currently faculty within the Department may partner with county extension educators in leading Natural Work Groups. These groups include: 4-H/Youth Development; Family Strengths; Family Financial Management; Nutrition, Diet and Health; and Food Safety. Each Natural Work Group will consist of a number of Program Teams that focus on specific issues within that group. Within the 4-H/Youth Development Natural Work Group, AEE faculty and staff will co-lead or serve on a variety of Program Teams, such as, SET (Science, Engineering, and Technology), Healthy Living, Citizenship, Volunteerism, Positive Youth Development, Leadership, and Cultural Competencies. Within the Family Strengths Natural Work Group, several AEE faculty and staff will co-lead or serve on a variety of Program Teams, such as, Better Kid Care and Parenting, Individual and Family Resiliency, Aging and Intergenerational Programs, and Support for Immigrant Families.

The efforts of faculty, extension associates, educators, units, and teams will be measured using the following metrics: contacts, volunteers, publications, funded projects, alternative funding, partnerships, economic impact, awards, and customer satisfaction. These metrics will be compared to financial investments. Input was gathered from County Extension Directors, County Commissioners, and County Extension Advisory Boards in developing this new Reframing program planning approach.

Research -The research program within the Department of Agricultural and Extension Education focuses primarily on applied research and development.

Faculty and their graduate students conduct research within four areas (1) Leadership across generations, (2) Community Wellness & Civic Engagement, (3) International Ag & Diversity, and (4) Communication & Educational Methods. Current research focuses on important and diverse topics such as promotion of community health and wellbeing, civic development and awareness, human development across the lifespan, and service learning. Collectively, these research initiatives inform our graduate and undergraduate programs and the development, delivery, and evaluation of children, youth, and family programming through Cooperative Extension and other outreach units.

Research productivity within the Department continues to grow, both in proposals submitted and those funded. The current trend and linkage between extension, teaching, and extramural funding reflects documentation in the 2002-05 AEE Strategic Plan which noted “Research activity is reflected in the vision and mission statements of the Department, and is increasingly being linked with the Extension responsibilities of faculty members” (p. 12). The Department’s internally and externally portfolio of funded projects emphasize program development and evaluation in both formal and non-formal educational settings. Table 11 lists the recent funding history for the Department.

TABLE 11. Research and Development Funding Activity of Departmental Faculty

Fiscal Year 07/01/XX- 06/30/XX	Proposals Submitted w/n Period	Proposal Amount Req'd w/n Period	Proposals Funded w/n Period	Award Amount Rec'd w/n Period	Number of Active Awards w/n Period	Active Awards Amt. Rec'd w/n Period
2003/2004	38	3,284,644	20	1,672,219	56	4,945,889
2004/2005	22	2,488,009	22	1,425,457	51	4,441,804
2005/2006	22	2,849,645	21	1,268,539	50	3,636,132
2006/2007	24	4,785,001	17	957,177	46	2,712,979
2007/2008	31	10,977,453	16	935,366	33	1,767,238

Table 12 illustrates the range and collaborative capacity of externally funded contracts and grants completed by faculty in the Department over the last five years. The list demonstrates that core areas of expertise and collaboration with other scientists, agencies, organizations and NGOs identified in our vision and mission statement are well reflected in our current work.

Table 12. Examples of collaborative extramural research partnerships

4-H Cooperative Curriculum System	Pennsylvania Department of Public Welfare	National Science Foundation
American Legion Child Welfare Foundation	Cornell Cooperative Extension	Ohio State University Research Foundation
Auburn University	Environmental Protection Agency	Purdue University
Cen-Clear Child Services, Inc.	Japan Foundation	The Heinz Endowments
Centre County Office of MH/MR & Drug and Alcohol	Kansas State University	U.S. Department of Agriculture
Pennsylvania Commission on Crime and Delinquency	University of Minnesota	U.S. Department of Health and Human Services
Pennsylvania Department of Agriculture	National 4-H Council	University of Maryland
Pennsylvania Department of Education	National FFA Organization	University of Maryland Foundation, Inc
William T. Grant Foundation	Washington State University	University of Vermont,

In addition to the above research and development contracts and grants, the Department has several other categories of external support. These include gifts to the Department in support of particular faculty projects, endowments (e.g., the McDowell lectureship, Evans Family Lecture), and a large account which supports 4-H activities (many of which are conducted on a cost-recovery basis). Several scholarships are also supported through gifts and endowments.

Additionally, the unit invested in the professional development of several faculty. In fall 2007, three faculty were provided stipends by the unit and the college to attend a two day grant writing workshop sponsored by UDSA in Washington, D.C. In fall 2008, the unit provided partial support for a faculty member and doctoral student to attend a two day grant writing workshop by USDA in Washington, D.C.

Undergraduate Contributions to CAS Strategic Initiatives

Related to the *Entrepreneurship* initiative, the department currently teaches courses in leadership development which encourage entrepreneurial spirit. Also, AEE 201- *Interpersonal Skills for Tomorrow's Leaders* would include leadership development theory and entrepreneurship information. Coursework in leadership development will aid the student in future entrepreneurial endeavors. Study abroad programming and internship/capstone projects give students in the department many opportunities to explore entrepreneurial endeavors in the business world. Much of the leadership theory taught in the AEE leadership courses tie directly into the need for individuals that have an interest in entrepreneurial programs. Future support of this initiative through the AEE department could include continued discussion, and experiences, in current coursework that tie directly to career opportunities in the area of entrepreneurship and/or a leadership certificate program. Continued, and increased, opportunities to internships can be actively pursued by faculty and presented to students in the area of entrepreneurship. Continued support of the college will be required for the success of this initiative. Support such as career fair vendors that highlight entrepreneurship would be of benefit. Also, support of coursework that incorporates leadership and entrepreneurship will be needed at the department, college, and university levels. Financial support in relation to study abroad programming must continue and focus on opportunities in entrepreneurship.

Since the passage of the Smith-Hughes Act of 1917, students have been prepared for careers in teaching of agriculture. The Department of Agricultural and Extension Education continues to prepare quality teachers to enter the secondary schools and teach agriculture. Preparation of teachers, for both formal and non-formal settings, is a key component of the AEE undergraduate program. The graduates of the department impact the state's learners (elementary, secondary, and adult) by providing crucial education in many areas of agriculture, including each of the strategic initiatives of the college. The department's non-traditional major (Agricultural Science), opens doors to many career opportunities for graduates of this degree program. Many of the students that graduate with this degree return to family farms, or enter industry careers. Either of these career routes requires a person that has a creative perspective on growing a successful business. The agricultural science major prepares students with a well-rounded education in agriculture, including management and recordkeeping skills, to help develop an entrepreneurial foundation.

Participation in programming, such as the Pittsburgh Metro Center, will provide students the opportunity to participate in service learning, while developing ideas for future actions. This new initiative provides students and faculty the opportunity to make connections, as well as secure funding to enhance the metro area. Students in the department that take part in possible projects with the metro center initiative will have opportunities to practice their ideas in education, while serving the needs of the community development which encourage entrepreneurial spirit.

Graduate Contributions to CAS Strategic Initiatives

Faculty are conducting research as well as advising graduate student theses, dissertations, and culminating projects on topics related to *entrepreneurship* and *food, diet, and health*. Both domestic as well as international settings particularly developing countries provide the environmental context

for primary data collection for this research covering such topics as: 1) Nutrition Education Intervention With Low-Income Youth: A Quantitative Assessment of Changes in Nutrition Knowledge, Attitudes and Behaviors, 2) Evaluation of Nutribusiness projects for women in Kenya, 3) A Study of Nutritional and Economic Empowerment of Self-Help Groups (Women Groups) through Value Addition and 4) Approaches for Linking Markets and Farmers to Foster India's Rural Development.

To prepare CAS graduate students for the global economy and to work in international agricultural development, AEE is contributing to the development of a dual title degree program in International Agriculture and Development. Leadership within AEE will partner with Agricultural Economics and Rural Sociology, Entomology, School of Forest Resources, Horticulture, Geography and the School for International Affairs to develop this new university dual-title degree program. Increasing numbers of students are enrolling in dual degree graduate programs to pursue an international framework for their graduate education. In this global society/economy, international field experiences provide students with both education and research opportunities directly related to *entrepreneurship* and *food, diet and health*.

A graduate student enrolled in the M.Ed. program has chosen a project related to *energy* conservation. Her interest in this topic will result in a project which focuses on developing informative fact sheets for adults and a curriculum for teenagers on the importance of conserving energy and the impact of conscientious citizens on the global world.

Extension Contributions to CAS Strategic Initiatives

Faculty in the Department contribute to several of the college's five strategic initiatives. In the area of *entrepreneurship*, faculty have developed curriculum to help youth develop financial and money management skills which helps to prepare youth for roles as future entrepreneurs. Future entrepreneurs also need strong leadership skills. Teen leadership programs are providing the necessary skills for youth to succeed as future entrepreneurs. As stated in the College Strategic Plan, a global mindset is a critical consideration to entrepreneurial success. Awareness, understanding, and exposure to people from different cultures, backgrounds, and nationalities contribute to a global mindset. Faculty in the Department conduct in-service education programs, workshops, seminars, and develop publications which help to increase the cultural competency of our extension educators, their clientele, and 4-H youth. Currently, the States' 4-H International Exchange Program provides opportunities for 4-H youth and their families to learn about another culture first-hand by hosting a young person from another country during a 4 week summer program.

The Department supports the College's *food, diet and health initiative* through the Expanded Food and Nutrition Education Program and the PA Tracks program of the Supplemental Nutrition Assistance program (formerly called the federal food stamp program). In Penn State Extension, these programs are lead and marketed through the office of Nutrition Links. In addition, food nutrition and health programs and curriculum for youth are developed, purchased and in-serviced within the department for extension educators, 4-H volunteer leaders, Family Consumer Science teachers, and after-school programs. An example of a curriculum is the *Up for the Challenge* curriculum guide and the accompanying *Ready, Set, Goal* youth guide to help youth learn how to make healthy food choices and be more active while setting goals to become more fit. In collaboration with county educators, training will be provided and statewide impact data will be collected. Skills gained in these areas have a positive effect on the well-being of youth and families.

Extension faculty are also contributing to the College's initiative on Energy. For example, National 4-H Headquarters and USDA worked with the US Department of Energy on the development of energy curriculum (heat, motion, light, and chemical) for middle school youth. Currently, 4-H educators are

being trained on use of the curriculum. In addition, a College faculty member and a graduate student are developing educational materials that will inform youth on the Pennsylvania applications of this energy curriculum. Enhanced materials for volunteer mentors working with youth on the curriculum assist in increasing the science knowledge and science comfort level of adults.

Keeping in line with the strategic initiative of pest management, a departmental faculty member is involved in educating youth and their families/communities about the impact of responsible pest management (*pest prediction and response*) through a service learning program. This school based program has enabled young people to become environmental stewards within their schools and communities. Youth in grades 6-8 have been involved in developing pest management activities, programs, and curriculum while also gaining valuable skills and knowledge through classroom experiences. As a result of this program, the faculty member has been able to recruit a graduate student interested in designing culturally appropriate pest management curriculum to urban youth in greater metropolitan areas in the Southeast United States.

Enhancements to the student learning experience

Resident Education - The undergraduate coursework in Agricultural and Extension Education focuses on incorporating education that will impact students' knowledge, skills, and dispositions in the area of agriculture, as well as all areas of the students' lives. A focus on lifelong learning is incorporated into the coursework. The undergraduate resident education within the preparation unit strives to prepare candidates who are able to reflect upon their teaching, adapt their teaching when needed, and ultimately make a positive impact on the learning and the lives of their students.

Feedback from accreditation organizations, the Pennsylvania Department of Education, agricultural teachers and employers is used to provide direction for programs, courses and learning experiences, teaching, performance, scholarship, service, and accountability for the unit. Changes in the undergraduate curriculum and teaching have been made based on feedback from these groups, as well as feedback from the AEE Agricultural Education advisory board.

Changes in the Teacher Education options are in the progress of being made based on unfunded mandates from the Pennsylvania Department of Education. In response to the mandate requiring all teachers certified in Pennsylvania to increase the number of hours in adaptations and accommodations for special needs learners and English as a Second Language, the AEE department in collaboration with Workforce Education faculty in the College of Education have developed modules that will become part of the existing coursework in the AEE teacher certification program.

Current agricultural education teachers provide feedback through completion of a survey asking what their needs are related to content and pedagogy in agricultural education. Workshops designed to address these needs have been developed and successfully implemented in many of the high-priority areas. Agricultural mechanics and alternative energy were two of the most requested professional development content areas. Curriculum development was highly requested by teachers across the state in terms of pedagogy. Current coursework is being examined to determine how to better meet the needs of pre-service teachers in terms of technical content knowledge.

Students within the unit are assessed using various techniques in Agricultural and Extension Education undergraduate courses. These assessment techniques include; tests, quizzes, projects, presentations, journaling, reflection papers, class demonstrations/discussions/ participation, field experiences, and internships. Students in teacher education options are also assessed through state required certification tests (PRAXIS). College of Education work experience requirements allow

students to participate in diverse teaching settings prior to obtaining teaching certification in Agricultural and Extension Education.

At the graduate level student learning is assessed through the development of professional development plans in concert with the student's academic advisor. All graduate students on assistantship develop a semester based professional development plan that also includes assistantship duties, responsibilities, and plans. This plan and student performance on assistantship based work is assessed at the end of the semester in a joint evaluation session with supervisors and the student. As noted above academic performance of graduate is assessed in typical class-based assignments. Effort to engage students in the applied aspect of our department's mission is evidenced by collaborative work on research projects, assistance and leadership in educational programming at the non-formal and formal level, and in participation in professional organizations as well as in our AEE Graduate Student Association.

Cooperative Extension – Undergraduate and graduate students in AEE are provided a number of opportunities to enhance their student learning experience through participation in cooperative extension programs. Masters students in the YFE program often select culminating projects that have direct application for extension educators and their audiences. Examples include the development of curricula that are used in 4-H youth development programming. Masters theses are often based on issues and research questions that impact extension programs such as identification of training needs of 4-H volunteers who work with youth who have autism and other special needs. Students are provided opportunities to engage in the practice of teaching in non-formal settings such as professional development workshops for extension educators during the statewide in-service programs. Other examples include significant roles in program planning and development for the Japanese exchange program, Ag Progress Days and the 4-H State Leadership Conference.

Feedback from Stakeholders

Extension/Outreach - Input was gathered from County Extension Directors, County Commissioners, and County Extension Advisory Boards in developing this new Reframing program planning approach. Program Teams will track local needs and new research and technology. In concert with these findings, Program Teams will self assemble to address major or rapidly developing key issues, or provide a comprehensive set of programs.

Center for Professional Personnel Development/Teacher Education - 2009 Professional Development Needs Assessment – During spring 2009, a questionnaire was sent to all secondary agricultural education teachers in the state to secure their input and requests for professional development programming for the next several years. Data are still being collected. Data will be sorted by professional development topics, geographic regions of the state, years in the teaching profession, and workshop format and will be used to deliver workshops and/or formal courses to agricultural science teachers through the Center for Professional Personnel Development.

AEE Ag Education Advisory Board – The agricultural teacher education program in AEE has an advisory board with representatives from the following groups: Pennsylvania Association of Agricultural Educators, Pennsylvania Department of Education-Bureau of Career and Technical Education, the Department of Agriculture, Young Farmers Association, State FFA Association, AEE faculty and staff, Center for Professional Personnel Development staff, and a student representative from the teacher certification program. This board meets twice annually to address state, university, and programmatic issues that impact teacher education programs, professional development of teachers, and the well-being of the Ag Ed family in Pennsylvania.

Strengths and Challenges/Opportunities of Departmental Programs

In preparing this plan, a number of approaches were used to assess the Department's strengths and weaknesses.

- Regional and statewide meetings of extension agents and secondary agricultural science teachers provided external clientele assessments of the Department.
- Chairs of the executive committee lead their respective committees, research, graduate, undergraduate, and extension, to provide input and suggestions using the most recent Strategic Plan as a guide.
- Feedback from the college graduate survey, undergraduate exit survey, and student assessments helped contribute to the data collection.
- Two strategic planning sessions were held in May 2007 and November 2008 to provide faculty and staff the opportunity to engage, participate, and contribute to the development and co-implementation of the plan.
- Given the above sources of input, the following strengths and weaknesses were identified for the undergraduate, graduate, extension, and research components of the Department.

Undergraduate Strengths

The Department has faculty who are genuinely committed to delivering high quality teaching, advising, and internship experiences for all students. This objective is confirmed by faculty teaching and advising evaluations. Faculty and staff in the Department encourage students to participate in numerous opportunities to engage in out-of-class experiences through departmental organizations such as the Collegiate FFA, Collegiate 4-H, Alpha Tau Alpha, and a host of other clubs within the College and University. In addition, the Department's faculty are well known and respected on a college, university, regional, and national level. Close ties exist with secondary agricultural education instructors, 4-H youth development, Family and Consumer Science, and other extension educators in the state who provide a natural conduit for student enrollment in department and college baccalaureate programs.

The department hired a part-time recruitment coordinator in 2007. This individual is working to encourage enrollment of new students in the department, but the coordinator also works to lessen the attrition of commonwealth campus students. She does this through good communication with the students at the commonwealth locations, and by serving the college through participation in commonwealth visits. This recruitment coordinator also works closely with the college to make sure that she is representing the college at many recruitment activities and not just the AEE department.

The Center for Professional Personnel Development provides continuous opportunities for interaction and professional development for pre-service and in-service agricultural educators. The Center supports three field based staff that provide instructional support and subject matter assistance to agricultural education instructors as well as promoting the department, college, and university.

From an experiential perspective, several Agricultural and Extension Education students participate annually in the National FFA Convention and the national conference of student teachers. A close and symbiotic relationship exists between the department and the State College Area School District (SCASD) in that pre-service students teach micro lessons to high school students in the district's agricultural education program. Additionally, AEE students have the opportunity to work and learn a variety of skills and practices in the SCASD agricultural mechanics laboratory and greenhouse which will prove to be invaluable when they become agricultural education instructors.

A connection to Shaver's Creek Environmental Center has been reestablished through value-added course offerings. Through a partnership between the AEE department and the RPTM department, pre-service teachers and in-service teachers are given the opportunity to enhance their content and pedagogy in the environmental sciences. The instructors at Shaver's Creek have offered one credit courses based on the educational needs of the pre-service teachers. These courses allow the AEE students to experience environmental education, and how to teach it, at one of Penn State's learning laboratories.

Currently, all AEE major options require that students participate in an internship and/or capstone experience. Additionally, three of the five minors also require an internship and/or capstone experience. This is an important and viable marketing and recruitment tool. Each of these internships allows students to gain "real life" experience in their intended career area, whether it is formal teaching, non-formal teaching, leadership/entrepreneurship, industry, or some other agriculture career. Furthermore, all AG SC majors are required to complete a minor within the College of Agricultural Sciences as part of their baccalaureate degree.

Undergraduate Challenges and Opportunities

A number of barriers limit the extent to which the Department can deliver high quality undergraduate programs. The ability of a social science department in a college of agricultural sciences to generate scholarship funds is hampered because of few Extension and research linkages to commodity groups and the food and fiber industries. This situation limits the capacity of the Department to generate scholarships and related support for academically talented students who often pursue other majors within the College. Another barrier in recruitment was related to adequately "reaching" those students at a critical stage in their lower division coursework at campuses other than University Park. For example, approximately 60% of AEE and 60% of AG SC majors arrive at the University Park campus the fall of their junior year.

However, due to the hiring of our part-time recruitment coordinator the department has begun to maintain a connection with the commonwealth campuses. Continued support to these students, through the recruitment coordinator, should increase the number of students retained in the department and/or college. Having the recruitment coordinator to work with students has alleviated some of the coursework issues, but there continues to be some concern that students "are lost" to other majors, colleges, or even other universities because of a lack of knowledge of what a degree in Agricultural and Extension Education can provide to completers of the program. Opportunities for recruitment exist in increasing our departmental presence at state level FFA & 4-H events and by providing extension educators information and recruitment materials to promote our undergraduate programs at the county level. Continued, and increased, visibility of the department at state events will aid in recruitment for the entire college, not just the AEE department. While the recruitment coordinator has been reaching many of the current students at commonwealth campuses and those high school students that actively seek our department, the department needs to renew its active recruitment in high school agricultural education programs. This can be done via site visits to share information about the department, as well as letters to teachers and students in each of the departments. The department provides leadership to five minors; these minor programs provide additional recruitment contacts and opportunities to share information. The coordination of these minors also requires time on the part of faculty in advising. However, the benefit to students in terms of specialization should outweigh the faculty time commitment. Increases in overall numbers of students in the minors and two majors offered through the department are evident, and can be partially attributed to the increased recruitment efforts within the department.

Graduate Strengths

Strengths which will facilitate achievement of strategic goals for graduate education include curriculum flexibility that allows students to develop their graduate program to meet their professional interests in addition to requiring a strong research design and methodological core as part of their curricula. The diversity of faculty expertise within the Department, its multi-disciplinary programs, and access to similar programs across the University allow students to maximize this flexibility in developing their graduate programs. Department faculty maintain strong commitment to high quality teaching and advising.

In addition, the Department's graduate program is strengthened by faculty committed to youth development research and teaching, thereby providing a better match with interests of the more recent students admitted.

The location of the Department in the College of Agricultural Sciences, also home to Penn State Cooperative Extension, is a major strength in that it provides direct linkages with Extension personnel and agricultural science teachers across the Commonwealth and provides faculty and staff with unique access to real programs and clientele. The potential application of research to professional practice is further enhanced by the development of collaborative relations with other related academic programs across the University.

Since summer 2002, the department has been committed to offering three graduate level courses from core content areas in three week-long sessions for those individuals pursuing a M.Ed. degree. Enrollments have been steady and several individuals who are employed full-time (extension educators and agricultural science teachers) have completed their degrees through participation in the summer course offerings.

Another major strength is that the AEE faculty, in addition to having broad professional interests, has exceptional gender and racial diversity. Similarly, the graduate student body reflects diverse professional interests, a mix of domestic and international students as well as racial and gender diversity. Collegial relationships among faculty, staff, and students are very good, and the Department is able to provide office space, computers, and support for professional development activities for graduate students on assistantships.

Several enhancements were made to the department's M.Ed. program in Youth and Family Education based on a three year review and strategic planning process which included visits to youth and family programs at several other universities, interviews with YFE program graduates, and input obtained from management level staff of prominent national youth and family organizations in regard to the competencies they seek in the professionals they employ. The following changes have been made to the YFE program:

- More courses are now being offered (or are being developed) that utilize the expertise of our diverse faculty to offer a wider range of subject matter; this includes courses on applied youth development, intergenerational studies, and management of community based organizations.
- More courses are being offered online to accommodate working professionals.
- As a way to emphasize the applied focus on youth and families in diverse community settings, the department is in the process of changing the name of the degree, from *Youth and Family Education (YFE)* to *Applied Youth, Family, and Community Education (AYFCE)*.
- An Internship (YFE 595) is now an integral part of the curriculum. The department is currently engaged in efforts to expand the number and diversity of internship sites for students. This modification will be particularly useful for students with limited work experience.

Graduate Challenges and Opportunities

Increasing faculty responsibilities reflect the integration of research, resident education, and extensions/outreach scholarship. Recent hires and more teaching by Extension faculty are addressing this limitation. Budget-driven reallocations met by retirements, however, make strategic reallocations of resources difficult. In addition, faculty expertise is not always congruent with the emerging areas of program emphases (e.g. limited number of faculty with resident education appointments to support the YFE program).

At present, the Department carries out limited recruitment initiatives to target high quality graduate students. Nor does it have any articulated or formal linkages with 1890, 1994, or other baccalaureate degree granting institutions either within the United States or internationally. The Graduate Committee has begun to address these issues.

Healthy, functioning children, youth and families are integral to communities. Such families contribute to the desired quality of life through engagement in the socio-economic fabric of the community. Community vitality is, to a great extent, based on the involvement of children, youth and families in the civic life of a community. Families who are healthy (diet, health, and nutrition) and involved in the economic life of communities either as employers or employees (Entrepreneurship) enrich community life. Communities provide the social net for services (child care programs (e.g., parents can work full time) and elder programs (for elders who require care) to enable parents/families to function effectively. A comprehensive program in applied youth, family and community education requires departmental expertise in each core area. The program's applied focus closely aligns the department with extension initiatives. The interdependence of the curriculum and applications in practice make M Ed in YFE graduates highly marketable across diverse professional environments.

Currently the department lacks faculty expertise focusing specifically on the family. Such expertise would focus on the human sciences of effective functioning families.

Extension Strengths

Extension faculty have the necessary expertise in andragogy, pedagogy, program development, and evaluation to address the social, economic, and personal concerns of citizens from the Commonwealth, the U.S., and globally. The faculty have expertise in: program development and evaluation, curriculum development, diversity education, intergenerational programming, financial literacy, youth and family resiliency and policy, leadership development, and service-learning. The unique contribution of this department is the applied framework grounded within a lifespan perspective within all four dimensions of agricultural and extension education, youth and family education, community wellness and civic development, and leadership development. Indeed, other departments in other colleges may have similar disciplinary expertise around children, youth, and families but lack the applied framework that is the essence of Extension efforts. The lifespan perspective allows us to examine issues and solutions in a holistic comprehensive manner.

Faculty with major Extension appointments generate significant external funding to support their programming, such as: Agrability, financial education literacy curriculum, military youth projects, National Institute of Drug Abuse prevention programs, USDA Change Agents States for Diversity Project, Americorps, Internal Revenue System – VITA, PA Commission on Crime and Delinquency and curriculum development. In addition, faculty with major research appointments across the University are working with extension faculty to implement evidence-based prevention programs using the applied community-based Extension system. For example, several new cross-college efforts involve faculty and staff with major Extension appointments (e.g., Goodling Literacy Institute,

College of Health and Human Development, Schreyer Honors College, Africana Research Center, SSRI, and interdisciplinary seed grants funded by the Children, Youth, and Families Consortium).

Outcome evaluations and impact analyses are more common place in Extension programming today in comparison with the past. Some faculty with major Extension appointments have partnered with an AEE faculty member who has expertise in program evaluation to provide strong impact analyses. Other faculty with major Extension appointments have developed and implemented their own scientifically-robust program evaluations as well as technical assistance to county-based educators related to impact evaluation. For example, two faculty members have developed an online evaluation system that measures life skills in youth for 4-H Youth Development programs. These evaluation efforts are important to the sustainability of the program as they provide much needed impact data about program effectiveness.

Another one of our strengths is the ability to engage in outreach scholarship through the county-based Extension educators linked with faculty. We are a living example of the research-to-practice idea. Indeed, faculty with extension responsibilities provide statewide leadership in planning, implementing, and evaluating programs with county-based educators. Moreover, faculty with Extension responsibilities are collaborating with county-based educators on applied-research projects. The strong linkage of county-based Extension educators and our faculty aligns with the Colleges new efforts to engage county-based educators in more grant-seeking efforts. Finally, CES policy requires a Masters Degree or higher for promotion from an Assistant Educator level to an Associate Educator, Educator and Senior Educator. This policy has been in place since 2006. This policy creates an excellent opportunity for AEE to offer more programs to enroll students who are also full-time professionals via distant education in order to obtain the Youth and Family Education masters' degree. Penn State Cooperative Extension (PSCE) has combined its efforts related to 4-H youth development programming and family and consumer sciences programming. Under the leadership of Dr. Corbin, Program Leader for the Children, Youth, and Families programs (CYF), a common vision among the field and state staff has been adopted. The vision emphasizes (1) promotion of positive development of children and youth (2) enhancement of strengths for families, and (3) fostering of safe, caring, and healthy communities. Of particular importance to this vision and goal is building the capacity of the state's most vulnerable children, youth, and families to be resilient and succeed. The 4-H Youth Development program, under the leadership of Christy Bartley, has gone through a program review and developed a strategic plan to ensure quality and excellence into the future. The strategic plan provides direction to the 4-H Youth Development Natural Work Group leading to a statewide program that can be readily identified by all constituents.

The new Teen Program Coordinator position provides support for leadership development through the 4-H club program. This position oversees the development of County Councils, training for 4-H club officers, and opportunities to develop highly qualified leaders for the 4-H program that will move into leadership roles on the 4-H State Council. Inherent in this process is the recruitment and retention of 4-H members. In addition to the development of youth, staff development opportunities are implemented to increase the skills of extension educators and volunteers in developing future teen leaders.

In fall 2008, the AEE department purchased a Video Polycom Conferencing System. This will save a significant amount of time and travel funds for Extension faculty and staff that can now deliver programming and/or conduct meetings via video conferencing.

Extension Challenges

The challenges center on two major issues: limited resources and effective communication strategies (internal and external) and delivery methods. The limited resources affect the capacity of the

department to address issues from a lifespan perspective. The limited resources can be seen in the reduction of Extension FTEs across the children, youth, and family program area. The changing role of the county-based extension educators to be multi-county is requiring the extension faculty to adapt. Another example is the retirement of a faculty member in the area of adult volunteer leadership and education. *This position is critical to the advancement of the children, youth, and families' program area as well as it aligns with the College of Agricultural Sciences goal of increasing the number of volunteers.* In the 4-H program alone, we work with over 8000 volunteers. Appropriate training of volunteers impacts the success of the programs which they serve. This position would enable the volunteer base in county-based Extension programs to be strengthened and thus increase the sustainability of PA's Extension programs such as: 4-H Youth Development program and Master Gardener's program.

In addition, a volunteer specialist provides educational materials to increase the quality and excellence of extension volunteers. These volunteers increase the outreach of quality extension programming and act as strong program advocates. A volunteer specialist must be put in place to manage the risks in this program area. As volunteers act as connectors between the College and the people of the Commonwealth, they must be aware of their responsibilities and trained to share accurate information. Without sound training modules, volunteers can be a liability to the organization. Cooperative Extension has been too long without a volunteer specialist and will begin to experience negative results. Quality must be supported by expertise. Moreover, this person could engage and collaborate with community volunteer centers and other community-based agencies utilizing volunteers. Providing volunteer expertise to other organizations establishes Penn State as the expert in this program area. *A request to fill this vacancy was shared with the College administration in 2006.*

A recent resignation by a faculty member with 75% extension appointment in 4-H/youth leadership development and programming leaves a void in our capacity to provide leadership in this area. *This position is critical in the development and delivery of programming and informed research to address the needs of county educators, volunteer leaders, and state specialists as they seek to engage youth and adults in leadership skill development, education, and programming.* Leadership is one of the three key supports of the 4-H Youth Development program. 4-H is a community of young people across America learning leadership, citizenship, and life skills. A vacancy in this position severely impacts the continued quality and excellence of programming offered to youth.

In the family and consumer science program, there has been a dramatic reduction in Extension FTEs; therefore, there is a need to look at alternative staff patterns. The limited resources also impede faculty's ability to work on multi-state projects at a time when there is a proposed expectation that 25% of Extension projects will be multi-state. The limited resources act as a barrier to increase research-to-practice efforts. The limited resources severely limits the ability of Extension faculty to support statewide programs, as well as their ability to fully participate in scholarly activities that cultivate and promote positive youth, community, and family development (e.g., securing external funds, recruiting graduate students, professional networking and collaboration).

Strong consideration should be given to hiring a Family Development Extension Associate who would be able to extend the efforts of faculty by assisting with the coordination of program activities and events, such as Ag Progress Days, Farm Show, and other statewide events that directly reach clientele. Other responsibilities would include updating web sites, writing press releases and news stories, assisting with curricula design and development, and providing technology support for program delivery.

The financial stability and security of families affects every aspect of society, now and in the future. Currently, we are seeing a widespread impact of financial stress (i.e., bankruptcies and home foreclosures) on families, due in part to their inability to manage money. Extension programs in financial management are designed to teach the foundation skills needed to manage money wisely. Although these programs address perennial financial issues families face (e.g., budgeting, recordkeeping, credit management, saving, taxpayer education, and basics related to investing), the demand and need for these programs increases when economic cycles are on the down turn.

In addition, some previously economically disadvantaged Pennsylvania families/landowners will be confronted with windfalls from signing natural gas leases associated with the Marcellus Shale. Managing gas royalty income will also be a factor once gas is extracted and sold. These families will need unbiased information as they try to manage new found wealth. Furthermore, the way they manage this wealth will impact not only their lives, the lives of their heirs, but the surrounding communities, established businesses, and new businesses that are likely to be started because of the increased need for services and products associated with the exploration, production and delivery of the natural gas. *An Extension Associate who can focus on delivering educational programs and supporting materials for this area will greatly increase the capacity of Extension to respond to this continuing need and now stronger demand for financial education.*

In addition, while there has been an increase in the partnerships between other units, colleges, and centers, there is a need to continue to form new strategic linkages with the College of Education and the College of Health and Human Development as well as the Social Science Research Institute, Prevention Research Center, Center for Work and Family Research in Diverse Contexts, and the College of Earth and Mineral Sciences. Given the unique contribution that AEE brings in terms of its proven applied framework and lifespan perspective, there is an opportunity for collaboration with these other units to foster the engaged university agenda being promoted at Penn State.

Research Strengths

A key research strength of the Department revolves around the reality that our mission and traditions focus on socially relevant, applied issues consistent with the concerns of our clientele. Unlike some university-based academic programs that are narrowly focused on abstract theoretical perspectives, our program is positioned to address educational, social, and developmental concerns in actual program contexts. This strength is reflected in funding for significant program development and evaluation projects.

A second strength is that our faculty are organized into disciplinary groups which facilitate collaborative projects in topical and programmatic areas, such as, agricultural and extension education, youth and family education, community wellness and civic development, and community leadership development. These collaborative faculty groups also provide opportunities for participation in research, program development, and publication for interested graduate students.

A third area of strength is that our Cooperative Extension programs have built a network of collaborating professional staff based in counties across the Commonwealth who work with faculty in designing and conducting projects.

A fourth area of strength is that our faculty consistently have collaborated with other faculty in other departments within the college and outside of the college. For example, a recently funded project includes Crop and Soil Sciences, Agricultural Economics and Rural Sociology, Veterinary and Biological Sciences, and Hotel, Institute and Restaurant Management in the College of Health and Human Development. These collaborative efforts focus on research related to health risks of women in agriculture to cost-benefit assessment of HACCP implementation to international programming in

Mozambique. Given federal RFPs regularly include both evaluation and dissemination strategies as part of the proposal, collaborative efforts will increase.

While effective collaboration varies with the programmatic priorities and skills of Educators and faculty, a strong foundation for current and future projects exists. Functional electronic communications and information systems provide an infrastructure to facilitate communication among faculty and to all county offices. While effective collaboration varies with the programmatic priorities and skills of educators and faculty, a strong foundation for current and future projects exists.

Research Challenges and Opportunities

Several barriers to significant growth in externally funded research were identified within the Department. The opportunity exists to collaborate and combine the collective strengths and creativity of our faculty using the AES infrastructure as a basis for extramural funding. Collaboration on AES projects within AEE and in the college provides the framework and basis for the application and pursuit of multi-state, multi-year, and multi-institution competitive research grants. A framework or data base which would facilitate communication, knowledge, and insight on the scholarships of other faculty could help increase communication and collaboration on grants, contracts, and programs.

Key resources identified/needed by AEE

- A tenure-track faculty member to develop and promote Volunteer Leadership and Education through in-residence courses and related NWGs.
- A tenure-track faculty member to develop and teach courses in family development which support the YFE major and related NWGs.
- A tenure-track faculty member to develop and promote leadership development for 4-H/Youth Development and related NWGs.
- Appointment of two Extension Associate positions to strengthen the productivity of extension faculty in a variety of activities

Assessments of student learning outcomes for undergraduate and graduate programs

- Identification of key essential program competencies. The unit identified several key essential program competencies for the undergraduate and graduate program.

Undergraduate

- Have the capacity to plan and deliver educational programs - from a preparation, presentation, application, evaluation, and reflective perspective.
- Seek to engage stakeholders in the development of quality educational programs.
- Develop quality written communication and deliver quality oral presentations.
- Analyze the needs of a particular educational situation, formulate a plan for program delivery, critically review and reflect on the program, implement changes.
- Effectively work with and lead teams and community based agencies.

Graduate

- Demonstrate the capacity to analyze, synthesize, and evaluate information to plan, implement and evaluate educational programs.
- Collaborate to engage stakeholders in the development of quality educational programs/research both within the university as well as within communities
- Demonstrate competencies to function effectively in diverse responsibilities/positions within organizations/agencies and communities
- Define, articulate, conduct, analyze, interpret, and recommend research.

- Understand and practice ethical professional behaviors.
- Develop an awareness of the interdependencies of professional issues from a global perspective.

Courses that align with program competencies. At this time the courses identified are.

Undergraduate

- AEE 311 – Developing Youth Leadership through Development and Program Structure
- AEE 330W- Communication in Agricultural and Natural Resource Careers
- AEE 495 – Internship (AEE- all three options)

Graduate

- Each of the AEE/YFE graduate courses (500-level or above) addresses one or more of the competencies identified.

AEE Unit Contributions to the four dimensions to Foster Diversity –

Campus Climate/Intergroup relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Our faculty and staff are engaged in numerous extension, outreach, and resident education based programming related to diversity. Extension programming, resident education, and research foci address areas that range from; intergenerational programming and issues; barriers associated with underserved audiences in agricultural and extension education; working in a diverse society; providing support and assistance to producers with disabilities; factors related to risk and resiliency in youth, families, and communities; how service learning impacts youth and their perceptions of multicultural issues; prevention issues related to drug and alcohol use; and financial and consumer education with limited income families. In fact, 5 of the current AES projects coordinated by our faculty include and/or address diverse audiences and issues. Our faculty and staff do a commendable job of linking their research applied educational programming for a variety of clientele groups.

Challenge 2: Creating a Welcoming Campus Climate

Nicole Webster is serving as coordinator and advisor to the College's Minorities in Agriculture, Natural Resources and Related Sciences student organization. Her engagement and interaction with MANRRS members at Penn State and at regional and national conferences reinforces our commitment and a welcoming climate for students and other stakeholders.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body –Currently 10 of 21 in-resident graduate students represent diverse population. The department has connections with 1890 Land Grant Colleges and Universities and capitalizes on these connections when recruiting graduate students.

Challenge 4: Recruiting and Retaining a Diverse Workforce - The Department has an enviable diversity record. Nine of the 17 standing faculty are women, four are African Americans, and one is a native of India. These totals are considerably higher than for most other units in the College. From a full time staff perspective – Eleven are female and one is male. One of the staff assistants is African American the rest are Caucasian.

Education and Scholarship

Challenge 5: Developing a Curriculum that Fosters Intercultural and International Competencies-

The unit offers several courses, at the graduate and undergraduate level, which address diversity, international agricultural and extension education: YFE 438 –*Living in an Increasing Diverse Society*; AEE 400- *Educational Programs in Agriculture for Developing Countries*; INTAG 481 – *Problems in Agriculture in Tropical Areas*; and YFE 845-*Intergenerational Programs and Practices*. Two of these courses (AEE 400 & INTAG 481) carry an embedded international travel/educational component.

Since 1998, Tom Bruening has coordinated a semester –based study abroad program for undergraduates at the Moscow State AgroEngineering University in Moscow, Russia. Since that time 35 Penn State undergraduate and 6 graduate students and 10 College faculty have participated in this program. In total, 225 students have participated in this Russian/United States study abroad program. Bruening has lead 12 international study trips to Puerto Rico, Ukraine, Russia, South Africa, Brazil, Poland, Moldova, and Costa Rica engaging students and faculty in international education and agricultural issues. Patreese Ingram participated in the College's Spanish Language/Mexico Immersion program in Summer 2007. In a youth leadership development course (AEE 311) Hoover requires students to complete an assignment related to the recruitment and retention of underrepresented youth in selected youth organizations. Rama Radhakrishna has taught "Introduction to Research Methods" class for minority scholars participating in the Ron McNair Scholars program since annually since 2005. The department also coordinated the International Agricultural minor and will play a key leadership role in the proposed INTAD dual degree graduate program.

Several faculty and staff with Extension appointments maintain research and educational programming in international agricultural and education (Ingram, Webster), diversity education/underrepresented populations (Ingram, Baggett, Webster), intergenerational programming (Kaplan), free tax assistance(VITA) to individuals in low- to moderate-income categories(Bowen), and programming for, high-risk youth(Perkins, Mincemoyer, Webster). Numerous scholarly publications, grants, curricula and professional development programs reflecting the international and diversity education expertise faculty have been developed, secured, and presented.

Since 2005, four AEE faculty have secured sabbaticals in international venues which in turn build collaborations, expand educational programming, and enhance research opportunities for clientele and students (Kaplan – England; Perkins- England; Flanagan- Chile; Bruening – Croatia).

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management- Several faculty and staff (female and/or minority) have held or currently serve in leadership roles in the college and at the university level.

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals. –. Many times our faculty have been called upon to deliver presentations in courses or workshop on diversity, multiculturalism, international or intergenerational programming.

Strategic Goals, Implementation Strategies, & Performance Indicators

After assessing its major strengths, key weaknesses, and prime opportunities for future

enhancement, the Department developed three goals that are consistent with the College's Strategic Plan. For each goal, relevant and realistic implementation strategies and performance indicators were developed to operationalize the goals. Performance indicators that were addressed are noted, some are modified and most will be continued and/or addressed in the 2009-13 plan.

Strategic Goal A. Increase enrollment and enhance student success

Monitor AEE curricula for each program to ensure the presence of sequential, progressive learning experiences in order that students can become members of their professional communities. This is an ongoing goal for 2009-13.

Implementation Strategies and Performance Indicators-

Performance Indicators met during 2006-09 are italicized;

1. Develop an appealing brochure and display that highlights the uniqueness of the program and qualifications of faculty- *A document that highlights the uniqueness of the program and qualifications of faculty (research and educational programming interests) was developed. Available on line as well as in print. Also, unique AEE & AG SC undergraduate brochures were developed.*
2. Employ targeted recruitment efforts with undergraduate units at Penn State, at conferences, through extension offices, and with colleagues at other institutions- *The unit made targeted recruitment efforts with undergraduate units at Penn State, at conferences, through extension offices, and with colleagues at other institutions.*
3. Revise the Web site to reflect the program areas of concentration, applied experiences, and employment opportunities - *Additionally, the AEE Web site was revised to reflect the program areas of concentration, applied experiences, and employment opportunities. Additionally, all Web pages and undergraduate sites were revised to comply with PSU Blue Book content.*
4. Increase the number of students enrolling in baccalaureate and minor programs at 5% year - *Increased the number of students enrolling in baccalaureate programs since 2005 by 20%.*
5. Increased scholarship funding for undergraduate students. *Some efforts have been made.*
6. Enhance the leadership development minor and investigated the development of a leadership certificate program for CAS students (*Delayed due to faculty turnover and position being vacated for over a year.*)
7. Promote and market the leadership /communication option and initiate the process to allow the Leadership Development option to be recognized as a standalone major (*Delayed due to faculty turnover and position being vacated for over a year.*)
8. Provide annual informational sessions for faculty and staff on undergraduate programming, scholarships, advising, etc.- *Provided information as needed for faculty and staff on undergraduate programming, scholarships, advising, new course numbers, certification requirements, etc. through regular Undergraduate Committee meetings, Faculty/Staff monthly meetings, and e-mail alerts. Received feedback via periodic exit interviews and advisor surveys from graduating students.*
9. Seek feedback via periodic exit interviews from graduating students – *Annual survey administered to students in the AEE-PRODT & ENVSC options, used to enhance and modify the teacher certification curriculum.*

Suggestions for future plan

1. Follow up with prospective students using the recruitment plan and prospective student follow-up system flow chart developed. Letters are being sent, but additional works still needs done to perfect this flow chart.

2. Update minor brochures. Have completed gathering minor updates and changes from the minor coordinators. New brochures are being drafted.
3. Implement new 200-level leadership course (AEE 201 - Interpersonal Skills for Tomorrow's Leaders, 3 credits, GS status) using a team-teaching delivery format.
4. Revisit the scope and sequence of the LDEV courses (After new faculty hire.)
5. Incorporate suggestions from graduation survey done by the CAS. Need to find out who has access to this information. Provide some type of incentive for participation.
6. Implement exit/follow up assessment of all certification undergraduate majors to report on NCATE materials.
7. Update AEE checks sheets and eight-semester plans to show course changes, etc.
8. Revisit scope and sequence of AEE certification options and curriculum.
9. Revisit scope and sequence of AG SC curriculum.
10. Investigate the opportunities to provide students in the Northeast the option of securing teacher certification to teach agricultural science (K-12), ranging from special scholarships, out-of-state tuition waivers, and distance education courses, etc.

Enrich the graduate experience through curriculum review and aggressively market the department's unique attributes to provide students a high-quality applied orientation.

Performance Indicators met during 2006-09 are italicized

1. Revise the graduate curriculum as appropriate – *The unit discontinued M. Ed + Certification program due to 500 credit minimum requirement and teacher certification mandates.*
2. Develop new graduate courses that bridge knowledge and application and highlight the uniqueness of the program and qualifications of faculty. *To date two YFE courses have been developed and approved YFE 840 - Applied Youth Development and YFE 845 - Intergenerational Programs and Practices. To date, YFE 840 has been offered twice via distance education. Plans for offering YFE 845 are in progress.*
3. Seek support for new position in priority areas, volunteerism and YFE . *The unit submitted two proposals for a volunteer faculty position and two submissions for CYCF co-fund in immigrant youth and families – not funded to date*
4. Establish linkages with community organizations for course experiences, paid internships, and employment opportunities – *A graduate level internship class, YFE 595, was approved to provide graduate students the opportunity to secure credit for internships.*
5. Develop recruitment strategies to target Extension education and family and consumer sciences teachers to graduate programs – *Information on graduate degree opportunities were shared with educators in a variety of venues and media.*
6. Develop strategies to involve all faculty in extension and research in teaching in their area of expertise (e.g., service learning, intergenerational studies, and positive youth development) – *Plans to develop additional YFE courses address this initiative.*
7. Reformat selected courses to blend resident and distance education – *In progress.*
8. Provide periodic informational sessions for faculty and staff on graduate programming, scholarships, advising, etc. – *The November 2008 graduate retreat addressed many of these topics and provided input/feedback on methods to increase communication on graduate programming and policies.*
9. Track and assign graduate students per area of expertise or programmatic focus- *In progress.*

10. Seek feedback via periodic exit interviews from graduating students. *The unit used feedback and data from the CAS graduate survey to institute changes and enhancements.*

Suggestions for future plan

1. Develop unique flyer for AEE Grad and YFE Grad program.
2. Develop an appealing website that highlights the uniqueness of the program and qualifications of faculty
3. Develop small table top display for YFE and AEE Master's programs – showing FAQ, progression to completion, summer and distance education etc. Also, develop resource materials to reflect the diversity and scope of professional opportunities in agricultural, food, and natural resource systems and their impact on children, youth, families, and communities.
4. Continue to develop new graduate courses that bridge knowledge and application and highlight the uniqueness of the program and qualifications of faculty. Plans for an additional two YFE courses are being pursued.
5. Integrate educational/teaching opportunities for graduate students.
6. Provide regular mandatory meetings of FT graduate students to review policies and procedures. Provide clarification and updates to PT graduate students regarding policies and procedures.
7. Develop a strategy to offer courses as planned using a multi-year schedule/matrix
8. Crosswalk YFE and AEE graduate courses –communicate that courses are applicable for degree candidates
9. Build and strengthen ties to other institutions; 1890 & 1994 Land Grant Colleges/Universities; Puerto Rico, U.S. Territories as well as other 1862 Land Grant/Universities; investigate the distance education options of current and future courses while maintaining the vitality of the residential program.
10. Provide training on finding funds to support graduate students (stipends & GIA).
11. Position ourselves for CYFC position – Family Development; Aging & Health: Immigration- with co-fund opportunity.
12. Promote the opportunity to earn a graduate degree along with securing coursework and experiences to become certified to teach agricultural science (K-12).

Enhance the mission of the Department and its efforts to increase awareness of other cultures and societies through increased domestic and international opportunities for faculty, extension educators, staff, and students

Performance Indicators met during 2006-09 are italicized

- A. Broaden the professional development of Extension professionals and public school agricultural educators through diverse cultural and international experiences and opportunities.
 1. Increase the number of opportunities for county educators to participate in international experiences and hosting international leaders- *In 2005, AEE received an endowment to support this goal. This award was initiated in 2006, since that time two awards have been made allowing extension educators the opportunity to participate in an international exchange.*
 2. Number of visiting international scholars and graduate students- *Since 2006 our faculty have hosted three international scholars/faculty.*

- B. Collaborate with the CAS Office of International Programs to expand international programs in agricultural and extension education. - *In collaboration with the CAS Office of International Programs, AEE provide assistance in the development of a dual title degree program in International Agriculture and Development.*
- C. Strengthen international collaboration through university linkages to expand students' global experiences by offering courses and experiences that include global perspectives.
 - 1. Integrate global perspectives into all courses. *The unit offers several courses, at the graduate and undergraduate level, that address diversity, international agricultural and extension education, YFE 438 ; AEE 400; INTAG 481, and YFE 845. Two of these courses carry an imbedded international travel/educational component.*
- D. Ensure that AEE student enrollments reflect the diversity of contemporary society.
 - 1. Implement a recruitment program to improve the quality and increase the diversity of students (domestically and internationally) entering undergraduate and graduate programs. *The hire of a part-time undergraduate recruitment coordinator has enhanced our communication and recruitment efforts for all students.*
 - 2. Develop resource materials to reflect the diversity and scope of professional opportunities in agricultural, food, and natural resource systems and their impact on children, youth, families, and communities. *New undergraduate and graduate flyers portray a diverse mix of students and enhance the academic and educational opportunities available to all students.*

Suggestions for future plan

- 1. Strengthen international collaboration through university linkages to expand students' diverse cultural and international experiences and opportunities by offering courses and experiences that include global perspectives.
- 2. Require and/or strongly recommend professional experiences for both domestic and international students to ensure global perspectives.
- 3. Develop linkages with universities and appropriate partners to increase students' global-ready skills.
- 4. Develop new models of research in developing countries (faculty and student perspective and experiences)

Strategic Goal B. Enhance knowledge discovery and translation

- A. Strengthen the Department's research and scholarly programs in agricultural and extension education, youth and family education, community wellness and civic development, and leadership development as they relate to the life sciences, the food system, natural resources and the environment and the development and functioning of children, youth, and families in community settings. *The unit will maintain and continue to address and enhance the following performance indicators and strategies in 2009-13.*
- B. Develop interdisciplinary, collaborative scholarly relationships across the university as well as with other universities and appropriate agencies and organizations.

Performance Indicators met during 2006-09 are italicized

- A. Number of interdisciplinary teams operating with membership from AEE with an indication of departmental, college, and organizational affiliations. *See Table 12 for examples of collaborations/partner agencies developed by AEE faculty and staff.*
1. Assess the allocation of research/scholarship resources within the CAS and University focus areas and other departmental program emphases.
 2. Increase collaboration on AES research project teams with the goal of multi-state, multi-institution projects. *Since 2006, AEE faculty with a research appointment have worked to collaborate on AES projects. Currently, 7 of the 12 AEE lead AES projects reflect appointments of 2 or more faculty. Three AEE faculty are members of multi-state AES projects.*
- B. Increase AEE collaboration with CAS and other university programs to help students engage in research and become members of appropriate scientific and professional associations.
1. Number of students (undergraduate and graduate) engaged in research – *Since 2005, three undergraduate students have received matching funding from the college and unit to conduct research. Undergraduate and graduate students are regularly placed at the Gamma Sigma Delta College Research Expo as well as the Graduate School Research Exhibition. Ph.D. candidates support their dissertation research through Doctoral Competitive grants.*
 2. Number of research collaborations within and outside the college and university programs- *See table 12 for collaborative relationships.*
 3. Number of referred publications by undergraduate and graduate students – *The unit has a publication/presentation requirement as part of all graduate degree programs.*
- C. Engage internal and external stakeholders on the quality, relevance, and impact of current research/scholarly areas and collaborate with them in setting future priorities.
1. Compile and distribute departmental research program descriptions and priorities to appropriate constituencies through print and electronic media, encouraging feedback and discussion.
 2. Annual report showing research and development activity by College focus areas, AES projects, and other program areas. - *In 2005, the Department developed a document that reflects faculty research and programming interests. This document updated annually, has been a key recruitment and programmatic information piece. This is used to recruit graduate students and is posted on the unit's web site*
 3. Distribute our departmental newsletter to external clientele groups, county based educators, and agricultural education teachers. *This newsletter is distributed annually and is posted on our website.*
- D. Increase the ability of faculty and staff to prepare successful proposals for grants and contracts.

- A. Support faculty development activities to strengthen project development, proposal writing skills, and extramural funding.
1. Increase infrastructure support for complex grant development and submission *AEE has provided funds for faculty and graduate students to travel to grant writing workshops (e.g. USDA).*
 2. Increase opportunities for seed/mini-grants, and resource allocation to support initial team building and collaborative pilot work. *AEE has provided support of several undergraduate research proposals in concert with the College's cost share model.*
 3. Support departmental research seminars, colloquia, and faculty development programs. *Annual seminar series are hosted.*
 4. Presentations by CYFC directors- *In the past several years, two seminars have been hosted by AEE.*
 5. Encourage faculty development emphasizing collaborative opportunities and process for increasing effectiveness in collaborative projects.
 6. Extension faculty, extension educators, and other stakeholders will collaborate within the Natural Work Group/Program Team structure to seek external funding, develop resource materials, market programs, and gather evaluation data.

Strategic Goal C. Strengthen meaningful communication and mutual education with current and new stakeholders. *Many of the goals and indicators are on-going and/or in progress and reflect future goals as our unit works to address and contribute to the new Extension Re-framing Initiative.*

Performance Indicators met during 2006-09 are italicized

Implementation Strategies and Performance Indicators

- A. Establish and strengthen collaborations, networks, and partnerships in the College of Agricultural Sciences, with the University, and organizations/agencies external to the University to enhance programming efforts.
1. Increase contacts with new and existing external groups/agencies – *In progress*
 2. Continue to collaborate on programming efforts and build interdisciplinary teams - *In progress*
 3. Continue to deliver educational programs for internal and external clientele - *In progress*
 4. Based upon need and resources available continue to develop extension publications (new, revised, and Web-based) – *In progress*
 5. Promote programs and successes through a variety of print and non-print venues - *In progress*
 6. Encourage and expand use of distance delivered in-service programs.- *In fall 2008 a Poly Com unit was installed in 214 Ferguson to facilitate this goal.*

- B. In collaboration with Natural Work Groups/Program Teams seek external funding to support curriculum development and programming for children, youth, and families including external sources and competitive awards from within the University.
1. Number of proposals submitted & funded - *In progress*
 2. Faculty with Extension appointments will use evaluation criteria established by the new Reframing System.- *In progress*
- C. Strengthen Children, Youth, and Family educational programming from a lifespan perspective.
1. Number of interdisciplinary teams formed and projects completed
 2. Number of adult and teen volunteers participating in youth and 4-H programs
 3. Number of graduate student internships in CYF
 4. Enhance the allocation of human resources in the area of children, youth, and families.
 5. Appointment of a tenure-track faculty member to develop and promote Volunteer Leadership and Education. (75% Extension; 25%Research)
 6. Appointment of a tenure-track faculty member to develop and teach courses in family development which support the YFE major.
 7. Appointment of two Extension Associate positions to strengthen the productivity of extension faculty in a variety of activities.
 8. Appointment of a tenure-track faculty member to develop and promote leadership Development for 4-H/Youth Development (75% Extension; 25%Research)
- D Strengthen communication and outreach scholarship through current and new stakeholders.
1. Continue to maintain the positive and strong relationships with the Departments of Education and Agriculture, Public Welfare, Commission on Crime and Delinquency, the Pennsylvania Association of Ag Educators, FFA Association, Pennsylvania Extension 4-H Educators Association, Pennsylvania Extension Association of Family and Consumer Sciences, Pennsylvania Office of Financial Education, and FFA Foundation - *In progress*

Implementation of cost saving, cost avoidance & updates to performance measures

The Department of Agricultural and Extension Education does not have mechanical, research labs, or agricultural equipment costs. The cost of delivering educational programs, staffing, and project work are areas where AEE has maximized its operational funding.

The department made the decision in 2002 to go contract with the college's Enterprise Network computer system/service. The department will only purchase and/or provide faculty, staff, and graduate students with an EN machine.

- This decision enables the department to meet its computer technology needs as AEE does not have the funds to hire a dedicated technical support staff
- Provides continuity across the ranks of the department – less training costs and staff support required
- Automatic software updates – less staff support resource required
- Enables AEE members to resolve computer problems independently via CAS Information Technologies' "How To" web pages – less staff support required

- EN bulk purchasing reduces the costs of obtaining machine replacements/upgrades

The AEE department's decision to adopt the Enterprise Network computer system/service made it feasible to purchase CAS IT technical support via a "Gold Card" agreement. Because the EN machines are so uniform and is system driven, less technical staff support is required. Items that go beyond typical computer problems or gap in technical assistance are covered by the \$7,200 "Gold Card" purchased support. AEE can meet its technical support in this manner versus the full up cost of hiring a network/computer technical support staff at a full annual salary.

The AEE department purchased two Polycom Voice VoIP telephones. The Polycom phones are located in conference rooms and are made available to our CAS colleagues, in particular Pesticide Education Program. The Polycom Voice VoIP telephones saves faculty members' time and travel costs. Now group meetings are conducted more frequently and benefits graduate students with thesis defense and/or graduate student committee meetings. The actual travel dollar amount saved is unknown, but the Polycom phones are used on a frequent basis.

The AEE department purchased a Video Polycom Conferencing System. This will save a significant amount of travel funds for faculty and staff who can now meet via video conferencing with his/her colleagues across the country. Faculty, staff, and students can interact with international constituents as almost being there in person. This \$8,900.00 investment will yield immediate benefits to the AEE department and Pesticide Education Program unit. AEE will be using the Video Polycom Conferencing System in its academic course delivery. Not only will travel funds be saved, but this system provides resources where none existed previously. The AEE department was able to acquire this system as a result of its equipment cost sharing proposal submitted to Dr. Bruce McPherson, May 2008.

The AEE department recently leased a Xerox Work Centre machine that can:

- scan and email documents directly to the recipient; this saves on the cost to transmit long distance fax communications.
- scan documents to a server and archive files thus eliminating the need for physical storage space and the cost of file cabinets
- generate color copies at a lesser cost than sending copy jobs out to vendors or to PSU's Multi Media Center
- generate booklets in various sizes; this is another cost saving feature as booklet quantities can be very small or large at no labor cost to the department and be produced with immediate results/output

The department qualified to participate in the University's cost sharing program to install wireless connectivity where none existed previously and benefited multiple units. Having wireless connectivity in Ferguson will allow our department to save funds by not having to purchase as many computers for graduate student offices. Today most graduate students have their own laptops. The saved funds will allow the AEE department to possibly increase its graduate assistantship offers, or provide a substantial increase towards professional conference travel support to its graduate students. During Ferguson Building renovation planning wireless connectivity was investigated and the installation cost was approximately \$35,000. It was discovered very late in the renovation and move process that Ferguson Building renovations included installation of wireless connectivity in the 8 General Purpose Classrooms (GPC). Because the GPC's were upgraded by the University, the department qualified to participate and receive cost sharing funds. The cost to "round-out" the building's wireless capability is \$4,400 but with cost sharing AEE's actual cost is \$2,200. Maintenance is not required on the part of the department as PSU's Information Technology Service's monthly fee of \$22.00 covers this service. Rounding out wireless service in Ferguson

provides a benefit to AEE's colleagues in the Pesticide Education Program, who are also located in Ferguson.

Summary of the Strategic Planning Process

The Advisory Committee to the Department head (i.e., the chairs of the Extension, Graduate, Research, and Undergraduate Committees) provided substantive input into the planning process and the resulting strategic plan. In the development of the plan the four main departmental committees (Extension, Graduate, Research, and Undergraduate) under the leadership of the committee chairs provided input, direction, and suggestions. In May 2007 and November 2008 AEE Faculty and Staff participated in two planning sessions to further shape the plan. Final edits were completed in early 2009. The AEE 2009-2013 Strategic Plan was submitted to the college leadership team in mid-February.