

Program Plan and Findings: Four Column Layout



Program (AG) - AGECON - Agricultural Economics (BSAG) - 004

Program Mission Statement: The Agricultural Economics Department will discover, develop, disseminate, and preserve knowledge needed to enhance quality of life and foster rural development. The Agricultural Economics Department will have programs of state, national, and international eminence in teaching, research, and extension that capitalize on our unique ability to integrate the physical, social, and management sciences for effective problem solving and decision making in agricultural industries and rural economies. The specific goals related to university instruction are: maintain high standards of excellence in instruction, research, and extension/outreach; and recruit, retain, and graduate students in a collegial environment that encourages excellence, prepares them for careers, enriches their personal growth, fosters their discovery of knowledge, and promotes leadership.

Program Information

2019 - 2020

Program Information

Assessment Coordinator's Name: Cheryl DeVuyst

Assessment Coordinator's E-mail Address: cheryl.devuyst@okstate.edu

Number of Students Enrolled in the Program: 30

Total Number of Students Graduated: 12

Number of Student Graduates from Stillwater Campus: 12

Number of Student Graduates from Tulsa Campus:

Were university assessment funds used by the department/program for assessment activities?: No

If yes, describe how funds were used and the contribution the funds had on the assessment process:

Annual Executive Summaries

2019 - 2020

Program Assessment Coordinator: Dr. Cheryl DeVuyst

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/18/2020

Date of Future Plan Review and Approval: 09/18/2020

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: Assessment results reveal that students continue to perform at a rate expected by the faculty. The graduating seniors exhibit a high level of proficiency in quantitative skills and economic theory. The change in our AGECON program was brought

about by students wanting a more focused preparation for graduate school. While many graduates are highly satisfied with their experience and preparation upon graduation, the department does not rank as high as we would like. It is an area to evaluate further for improvement.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. Cheryl DeVuyst is completing a term as the Outcomes Assessment Coordinator. Assessment is a part of the responsibility of the Curriculum and Assessment Committee that is co-chaired by Dr. Rodney Jones and Dr. Wade Brorsen. Dr. DeVuyst is currently department head and will pass the role of assessment coordinator to a different faculty member.

Describe the process for sharing and discussing assessment findings with program faculty: Reports are shared with faculty on a regular basis. Faculty contribute to student outcomes assessment through project and course work. Normally outcomes assessment is discussed at the annual department planning session but this summer the session was not held due to COVID restrictions.

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: The AGEC degree has increased quantitative, analytical and economic theory requirements. Those changes and change in learning outcome for quantitative course capstone were recently made and no other changes are planned.

Based on this year's findings, what (if any) changes are planned for the assessment process?: Changing to a new assessment coordinator and additional assistance by staff.

Describe the process for implementing these changes/planned program improvements: Department head will assign new assessment coordinator, assign staff assistance and provide training. Faculty will continue to meet to collaborate on roles for project and assignment assessment roles.

Program Improvements Made in the Last Year: Curriculum Improvements, Assessment Measure Improvements, Revised Outcomes, Revised Assessment Plan, Improved Faculty Understanding or Buy-In

"Other" Improvements:

Goals for the Coming Year: We will continue to evaluate the same learning outcomes. Goal to increase student satisfaction, exit interviews and surveys completion. Planning further training of faculty and instructors in virtual course technology and testing methods to improve experience and overall learning for students.

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Cheryl DeVuyst

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Mastery of economic concepts - Graduates will master understanding of economic concepts and theories (supply, demand, welfare, etc.) to move into graduate or advance degree programs.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2019 - 2020, 2020 - 2021</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Knowledge</p> <p>Reason for Archival:</p>	<p>Course Embedded Assignments - All 2019-20 graduates in AGEC were evaluated on their performance in theoretical economics courses. This was limited to economic theory instead of the applied economics courses. Several faculty were involved with overall evaluation. Performance was measured on a 4 - exceptional performance; 3 - high performance; 2 - adequate performance; 1 - inadequate performance scale.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Expectation for at least 70% of AGEC graduates to perform at the (4) or (3) levels.</p> <p>Timeline for Assessment:</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) 75% of students performed in the exceptional (4) or high (3) performance area. (09/17/2020)</p> <p>Number of Students Assessed: 12</p> <p>Number of Successful Students: 9</p> <p>How were students selected to participate in the assessment of this outcome?: Students who graduated in the AGEC degree program over the assigned time period.</p> <p>What do the findings suggest about student achievement of this learning outcome?: AGEC major students are proficient in economic theories and concepts. As all students fully move from the old degree requirements to new, more quantitative degree requirements the proficiency should increase.</p>	<p>Use of Findings (Actions): Continue the focus on more highly quantitative and theory based course work. (09/17/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
Other Assessment Type:			
<p>Oral and Written Communication Mastery - Graduates will demonstrate the ability to communicate effectively in written and oral forms economic concepts, methods and analysis.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2019 - 2020, 2020 - 2021</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Skills</p> <p>Reason for Archival:</p>	<p>Analysis of Written Artifacts - We will evaluate random samples of selected oral and written assignments from 3000/4000 level courses using a basic rubric developed to evaluate the student's ability to communicate effectively. The samples will include only agricultural economics and agribusiness students. An independent editor evaluates student writing relative to a rubric. In the case of oral presentations, the department enlists other faculty or industry professionals to evaluate oral communication skills relative to a rubric.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: At least 70% of students will meet expectations.</p> <p>Timeline for Assessment:</p> <p>Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Less than 7% of the students sampled were found to need further development of writing skills in terms of content, style and organization. Approximately 38% percent of students sampled were rated as having exceptional or strong written communication skills. The remainder of students were proficient. Students were found to be rate highest in covering content. The lowest scores occurred in style. (09/17/2020)</p> <p>Number of Students Assessed: 132</p> <p>Number of Successful Students: 123</p> <p>How were students selected to participate in the assessment of this outcome?: All students in the fall section of AGECE 3101 were evaluated by an independent reviewer on content, style and organization of writing.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Our students are leaving as proficient in writing about economic content. More work can be achieve on writing style and presentation. Students are overall meeting expectations.</p>	<p>Use of Findings (Actions): Continued work needed on style and organization of written reports. (09/17/2020)</p>
<p>Student Satisfaction - Graduates will express satisfaction with their experience as a Department of Agricultural Economics undergraduates.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2019 - 2020, 2020 - 2021</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Disposition</p> <p>Reason for Archival:</p>	<p>Survey - Each graduate must participate in an exit interview with the Department Head or a designated replacement. Each student completes a survey about his or her experiences as a major in the department.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: At least 70% are satisfied or very satisfied with the program and experience.</p> <p>Timeline for Assessment: every year</p> <p>Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 2 - Meets Minimum Program Expectations (Developing) 69.4% of students surveyed and interviewed said they are extremely satisfied or satisfied with their overall program experience. We are slightly below the expected 70%. Over 58% of students surveyed and interviewed said they were extremely satisfied. Comments revealed that moving online after spring break increased the frustrations of the students and led to some dissatisfaction. (09/17/2020)</p> <p>Number of Students Assessed: 88</p> <p>Number of Successful Students: 61</p> <p>How were students selected to participate in the assessment of this outcome?: All graduating students are supposed to complete the exit interview and survey. This year was especially challenging because of the students</p>	<p>Use of Findings (Actions): More thorough training and preparation of online or hybrid modes of teaching faculty are necessary to increase the satisfaction, preparation and experience of the students. (09/17/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Senior Quantitative Concept Mastery</p> <p>- Graduates will utilize knowledge gained from fundamental quantitative course (AGEC 4213) or other senior level AGEC courses for preparation for advanced education or graduate studies.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2019 - 2020, 2020 - 2021</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Knowledge</p> <p>Reason for Archival:</p>	<p>Course Embedded Assignments -</p> <p>AGEC students are required to take Advanced Quantitative Methods in Agricultural Economics for further preparation for advanced studies. Students choose at least three senior-level courses to demonstrate their mastery of knowledge and ability to solve problems through concept evaluation and projects. All 2019-20 graduates in AGEC were evaluated on their performance of applying knowledge gained from applying quantitative and advanced economic concepts to problems in AGEC 4213 and other senior level courses chosen. Several faculty are involved with overall evaluation. Performance was measured on a 4 – Exceptional performance; 3 – High performance; 2 – Adequate performance; 1- Inadequate performance.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: At least 70% of graduates will achieve (4) exceptional or (3) high levels of performance</p> <p>Timeline for Assessment:</p> <p>Other Assessment Type:</p>	<p>leaving campus at spring break. Many times the interviews and surveys are completed after spring break.</p> <p>What do the findings suggest about student achievement of this learning outcome?: We need to further work on the overall satisfaction of the program experience for our graduating students. While the majority (58%) are extremely satisfied with their experience and preparation we need to continue working.</p> <p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 4 - Exceeds Program Expectations (Advanced)</p> <p>All students taking AGEC 4213 were rated with exceptional performance (3 out of 12 took 4213). Eleven out of twelve students scored at the exceptional performance level for the other senior courses. One student was scored between adequate and inadequate on senior level courses. (09/17/2020)</p> <p>Number of Students Assessed: 12</p> <p>Number of Successful Students: 11</p> <p>How were students selected to participate in the assessment of this outcome?: All AGEC graduates were assessed.</p> <p>What do the findings suggest about student achievement of this learning outcome?: The AGEC graduates are performing exceptionally well in not only the most quantitatively based courses but they are able to use their knowledge to excel in other senior courses.</p>	<p>Use of Findings (Actions):</p> <p>Continue emphasis on quantitative methods and strong economic theory applications. (09/17/2020)</p>