



College of Agricultural Sciences and Natural Resources
Agricultural Economics, MS & MAg and Agribusiness, MAg
Assessment Report Form for 2014-2015 Academic Year

Date of Report: 8/1/2015

Name of Person Submitting Report: Dr. Raymond Joe Schatzer

A. Program Information:

Assessment Coordinator's Name: Dr. Raymond Joe Schatzer

Assessment Coordinator's Email Address: joe.schatzer@okstate.edu

Number of students enrolled in the program 2014-2015: 27

Number of students graduated in 2014-2015: 17

B. Program Mission Statement

In the box below, provide the mission statement for the program.

The mission statement, educational objectives, and goals for program should guide the assessment process. The mission statement should align with department, college, and institutional mission statements.

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.

C. University Assessment Funds

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

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Student Learning Outcomes

On the pages that follow, list the Student Learning Outcomes associated with the program identified in this assessment form.

D1) Student Learning Outcome #1: Graduates will be able to use the concepts and tools of the agricultural economist to analyze and to develop solutions to agricultural and natural resources issues and problems.

Identify opportunities for students to learn this outcome during the 2014-2015 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Students have the opportunity to develop competence in this objective through the required and elective courses taken during their Master's program.

How many students were included in the assessment of this outcome?

17

How were students selected to participate in the assessment of this outcome?

Students select when they make the oral presentation and take the oral exam in consultation with their major advisor.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |

[Click here to specify.](#)

Describe the how the assessment method was implemented, administered, and/or conducted.

Each M.S. or M.Ag. graduate must complete a thesis or creative component. We have developed a rubric to rate the student's written communication skills shown while completing the thesis/creative component. The student's committee members may use the rubric to score the student.

Did your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

Provide a summary of the results from the assessment of Learning Outcome 1.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

Most students are doing satisfactory, three or better on the five- point schedule, on most of the areas related to this objective. Some areas of the writing rubric do result in lower scores, mainly associated with writing skills of international students.

What do the results suggest about student achievement of this learning outcome?

We believe the students are achieving this objective at an acceptable rate.

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

- Each Semester Yearly Every other year Other (please specify):

D2) Student Learning Outcome #2: Graduates will demonstrate the ability to communicate effectively in written and oral forms economic concepts, methods and analysis.

Identify opportunities for students to learn this outcome during the 2014-2015 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Graduates will work with their committee to develop a thesis or creative component using concepts and tools learned in their courses.

How many students were included in the assessment of this outcome?

17

How were students selected to participate in the assessment of this outcome?

Students self-select by completing the thesis or creative component.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify):
Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Each M.S. or M.Ag. graduate must complete a thesis or creative component. We have developed a rubric to rate the student's written communication skills shown while completing the thesis/creative component. The student's committee members may use the rubric to score the student.

Each M.S. student must complete a final oral exam. We have developed a rubric to rate the student's oral communication skills during the final oral exam that people attending the exams may use to score the student.

Did your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

Provide a summary of the results from the assessment of Learning Outcome 2.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome. Most of the students are achieving an average of three or higher on the five-point schedule for the areas on the oral presentation rubric. Individual scores on written areas are not as strong for some students, but on average, they are acceptable.

What do the results suggest about student achievement of this learning outcome?

We believe students that are graduating are achieving this objective.

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

- Each Semester Yearly Every other year Other (please specify): It is the student's committee chair's responsibility to provide the written rubric to the committee and oral rubric to the attendees of the oral.

D3) Student Learning Outcome #3: Graduates will express satisfaction with their experience as a Department of Agricultural Economics graduate student.

Identify opportunities for students to learn this outcome during the 2014-2015 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Students have the opportunity to achieve this outcome by participating in the courses and programs offered by the department during the year.

How many students were included in the assessment of this outcome?

Six

How were students selected to participate in the assessment of this outcome?

All graduating PhD students are presented with the opportunity to conduct an exit interview with the Department Head.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input checked="" type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |

[Click here to specify.](#)

Describe the how the assessment method was implemented, administered, and/or conducted.

Each student will complete an exit interview in the semester of graduation or the semester before graduation.

Surveys of alumni conducted by University Assessment and Testing provide information on student satisfaction.

Did your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

Provide a summary of the results from the assessment of Learning Outcome 3.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

All students are satisfied or very satisfied on each of the areas. Students have many positive things to say about the department.

What do the results suggest about student achievement of this learning outcome?

We believe students are achieving this objective.

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

- Each Semester Yearly Every other year Other (please specify): Exit interviews conducted every semester and satisfaction surveys done in odd years.

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

What did the assessment reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?

Assessment results reveal that students continue to perform at a rate expect by the faculty. At this time, we do not see the need to make any curriculum changes or change in the way Master's students are advised.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

Dr. Joe Schatzer is designated as the Outcomes Assessment Coordinator. Assessment is a part of the responsibility of the Curriculum and Assessment Committee that is co-chaired by Dr. Schatzer and Dr. Wade Brorsen.

Describe the process for sharing and discussing assessment results with program faculty.

Reports are shared with faculty on a regular basis.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

Describe the actions that will be taken as a result of the discussion of the assessment evidence.

No changes are planned for the M.S. program. For the M.Ag. program we are planning to drop the Agricultural Economics option because students have not used it.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

For example, are there additional assessment data that may need to be collected? Are changes to the program assessment plan warranted?

No changes are planned.

Describe the process for implementing these changes/planned program improvements.

Paperwork will be submitted to delete the Agribusiness option under the M.Ag. program this year.

H. Assessment Tools

Please provide a copy of any assessment tools (questionnaire, scale, interview questions, etc.) here.

The Graduate Advisory Committee will complete the form upon successful completion of the creative component, thesis, or dissertation for graduation. The Student's Advisor will collect completed forms and provide them to the Department Curriculum Committee to keep as part of an assessment archive and source for potential reports or audits, with any such reports maintaining the student's anonymity. This instrument is for outcomes assessment only and it will not become part of the student's record. The form is not intended as part of the evaluation of the student's qualifications.

Evaluator name: _____ Month/year of assessment: _____
 Month/year student entered program: _____ Degree program: _____
 Student name: _____ Semester/year of graduation: _____

Please read each of the statements below and respond by providing a number indicating your perception of the student's level of achievement or performance with each. Any references to "the study" or "the analysis" implies as shown in the written presentation of the thesis or dissertation itself. The scale is as follows:

1—not sufficient or acceptable; 3—sufficient or acceptable; 5—superior or excellent
 (Note: evaluator may opt for a 2 or 4 if it is difficult to choose between 1, 3 or 5; NA may be used if a specific category/characteristic does not apply to this student's written component.)

CATEGORY	CHARACTERISTIC	SCORE (1-5/NA)	COMMENTS
Scientific	a. The student followed the scientific method.		
	b. The student was objective in the written presentation.		
	c. The quality of the data meets minimum standards for scientific study		
	d. The study confirms or furthers economic knowledge.		
	e. The study includes an appropriate literature review.		
	f. The study clearly explained either a recognized methodology or appropriate development of new methods.		
	g. The study effectively conducts data analysis and clearly interprets such in the written form.		
	h. The study clearly reflects a competent understanding of problem and related analysis.		
	i. The study identifies the potential for further research.		
Structure	a. The objectives of the study are clearly stated.		
	b. The study addresses each of the objectives.		
	c. The study clearly states a testable hypothesis.		
	d. The study successfully tests the initial hypothesis.		
	e. The study clearly frames the problem in the problem statement.		
Presentation	a. The study follows a standard professional format and reference scheme, with appropriate credit given to all presented material.		
	b. The writing shows no grammatical, spelling or sentence construction errors.		
	c. The study appropriately communicated at a professional level.		
Applicability	a. A reading of the study suggests the potential for professional publication(s) or presentation(s).		
	b. A reading of the study suggests the potential for popular publication(s) or presentation(s).		
	c. A reading of the study suggests the potential for outreach program(s) based on the study.		
Procedures	The study effectively used and clearly presented visual aids (tables, figures, charts, etc.).		

Comments may be included on the back.

Department of Agricultural Economics

Oral Presentation Assessment Instrument

This instrument is for outcomes assessment only and it will not become part of the student’s record. The form is not intended as part of the evaluation of the student’s qualifications.

Student’s Degree program: _____ PhD _____ MS _____ MAG

Evaluator: _____ Faculty _____ Graduate Student _____ Other

Date: _____

Note: Evaluator may select a 2 or 4 if it is difficult to choose between 1, 3 or 5; NA may be used if a specific category or characteristic does not apply to this student’s presentation.

Item	5	3	1	Score
Motivation and Conclusions	I fully understood why the research was done and what was learned	I have an incomplete understanding	Not sure why the research was done or what was learned	
Data and Methods	I understood the data and the methods	I have an incomplete understanding	Not sure what was done	
Questions	Directly answered the questions asked.	Incomplete or rambling answers.	Responded to different questions or failed to provide answers.	
Visuals	Visuals were clear and contributed positively to the presentation	Visuals were helpful, but there were some excess words and/or distracting formats.	Visuals were confusing and distracting to the audience.	
Delivery	Professional, confident, conversational	Memorized, limited eye contact	Read to the audience. No eye contact,	

Comments to evaluation committee (these will not go to the student):

Department of Agricultural Economics

Degree: _____

Why did you choose to pursue a graduate degree in Agricultural Economics?

What did you like most about your Agricultural Economics graduate program at OSU?

What did you like least about your Agricultural Economics graduate program at OSU?

What additional courses would you like to see taught? Why? What would they cover?

Which if any of the required courses should be removed from the "required" list? Why?

What are the greatest strengths of the Agricultural Economics faculty?

What are the biggest weaknesses of the Agricultural Economics faculty?

What is the first step the Agricultural Economics Department should take to enhance the value of our graduate program? What could be done to improve students' educational experience?

Did you participated in a teaching experience while a graduate student? If so, what class?

Satisfaction with degree program:

Very Satisfied Satisfied Dissatisfied Very Dissatisfied

Satisfaction of Preparation for Employment:

Very Satisfied Satisfied Dissatisfied Very Dissatisfied

Satisfaction of Preparation for Additional Education:

Very Satisfied Satisfied Dissatisfied Very Dissatisfied

Satisfaction of Availability of Faculty to Students:

Very Satisfied Satisfied Dissatisfied Very Dissatisfied

Satisfaction of Academic Rigor of Major:

Very Satisfied Satisfied Dissatisfied Very Dissatisfied

Satisfaction of Quality of Advising:

Very Satisfied Satisfied Dissatisfied Very Dissatisfied

Satisfaction of Quality of Overall Instruction:

Very Satisfied Satisfied Dissatisfied Very Dissatisfied

Satisfaction of Development of Communication Skills:

Very Satisfied Satisfied Dissatisfied Very Dissatisfied

Satisfaction of Development of Problem Solving Skills:

Very Satisfied Satisfied Dissatisfied Very Dissatisfied

Satisfaction of Development of Understanding of Economics:

Very Satisfied Satisfied Dissatisfied Very Dissatisfied