



College of Agricultural Sciences and Natural Resources
Agricultural Economics, PhD
Assessment Report Form 2017-2018

Date of Report: 9/15/2018

Name of Person Submitting Report: Dr. Cheryl S. DeVuyst

A. Program Information:

Assessment Coordinator's Name: Dr. Cheryl S. DeVuyst

Assessment Coordinator's Email Address: cheryl.devuyst@okstate.edu

Number of students enrolled in the program 2017-2018: 31

Number of students graduated in 2017-2018: 6

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.

If yes, click here to enter information about how university assessment funds were used.

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 demonstrate an ability to understand, integrate and apply the appropriate tools, concepts, and basic principles of the general area of "Economic Theory" covering such basic concepts as the theory of the firm, the theory of consumer choice, the theory of market price with emphasis on applications to the field of agriculture, and basic concepts of the theory of income and employment, monetary theory, theory of economic growth and development, economic policy and the history of economic thought with emphasis on application to the field of agriculture.

Identify opportunities for students to learn this outcome during the 2017-2018 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 Ph.D. program.

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

9 for 2017-18 and 47 from 2014-18

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

Students select when they take the 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 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 checked="" 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 Ph.D. candidate must take a written preliminary examination covering the general area of "Economic Theory." The Department has an appointed committee that is responsible for administering the examination and grades the examination. The committee has developed a simple rubric to report each students understanding of the core concepts. Students have three chances to pass the examination.

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.

If yes, click here to describe the goal set for this learning outcome.

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.

Students may make three attempts to take the exam. Of the 47 students taking the exam over the last five years, 29 passed the exam either on the first or second time. For the most recent year, 9 students have taken the exam with 4 either passing on the first or second time. Students that do poorly in several courses have a difficult time passing the exam. Students that have done well in all courses typically pass the first time.

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

The last year was below average on pass rate but the five year average is consistent with historic performance. Recruitment of excellent students and diligent screening of applicants are key to having students achieve the expected results.

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): **The exam is given twice a year.**

D2) Student Learning Outcome #2: Graduates will demonstrate an ability to understand, integrate, and apply the appropriate tools, concepts, and basic principles the general area of "Quantitative Methods" covering mathematical programming, methodology, statistics, econometrics, and primary data analysis with emphasis on applications to the field of agriculture.

Identify opportunities for students to learn this outcome during the 2017-2018 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 Ph.D. program.

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

11 for 2017-18 and 45 from 2014-18

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

Students select when they take the 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 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 checked="" 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 Ph.D. candidate must take a written preliminary examination covering the general area of "Quantitative Methods." The Department has an appointed committee that is responsible for administering the examination and grades the examination. The committee has developed a simple rubric to report each students understanding of the core concepts. Students have three chances to pass the examination.

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.

If yes, click here to describe the goal set for this learning outcome.

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.

Students may make three attempts to take the exam. Of the 45 students taking the exam over the last five years, 26 passed the exam either on the first or second time. For the most recent year, 11 students have taken the exam with 3 either passing on the first or second time. Students that do poorly in several courses have a difficult time passing the exam. Students that have done well in all courses typically pass the first time.

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

The last year was below average on pass rate but the five year average is consistent with historic performance. Recruitment of excellent students and diligent screening of applicants are key to having students achieve the expected results.

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): **Twice per year.**

D3) Student Learning Outcome #3: 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 2017-2018 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 dissertation using concepts and tools learned in their courses.

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

Six

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

Students self-select by completing the dissertation.

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 Ph.D. student must complete a dissertation. We have developed a rubric to rate the student's written communication skills shown while completing the dissertation. The student's committee members may use the rubric to score the student.

Each Ph.D. 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.

If yes, click here to describe the goal set for this learning outcome.

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.

Six students are not enough to report results. We continue to monitor the results over time. We have not found any strong weakness as all the averages are above three where three is sufficient or acceptable. PhD students have published peer-reviewed journal articles and presented research at regional and national meetings from their dissertation research.

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

Results suggest students are achieving the learning outcome.

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.

D4) Student Learning Outcome #4 [IF NEEDED]: 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 2017-2018 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 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 graduate must participate in an exit interview with the Department Head or a designated replacement.

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.

If yes, click here to describe the goal set for this learning outcome.

Provide a summary of the results from the assessment of Learning Outcome 4.

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

Again, six students do not provide enough observations to report. However, there is support for the development of an additional course at the PhD level along the lines of the .

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

Students are satisfied with their graduate experience at OSU.

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): If the assessment of Learning Outcome 4 occurs on a cycle or rotation, click here to describe and provide the rationale.

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 overall. Discussion of results led to the inclusion of a math readiness camp for entering students. At this time, we do not see the need to change in the way PhD 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. Cheryl DeVuyst 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. Dr. DeVuyst serves as a faculty member on the Curriculum and Assessment Committee.

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

Reports are shared with faculty on a regular basis. Each August the department holds a planning session at which assessment and course mapping is reviewed.

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 PhD program. An additional course may be created based on student exit interviews.

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 for the assessment process although consideration is being given to the creation of an additional course at the 6000 level. Based on age of plan, a new plan will be developed for 2018-19.

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

The Curriculum and Assessment Committee will consider any changes and make recommendations to the faculty.

H. Assessment Tools

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