

## **2011-2012 Assessment Plan for Agricultural Economics - B.S.Ag.Econ.**

[Learning Outcomes](#)

[2010-11 Snapshot \(read only\)](#)

**2011-12 Current Cycle**

[2012-13 Next Cycle](#)

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<b>Learning Outcome(s)</b> <a href="#">Edit</a>	<b>Assessment Tools and Procedures</b> <a href="#">Edit</a>	<b>Benchmarks</b> <a href="#">Edit</a>	<b>Findings</b> <a href="#">Edit</a>	<b>Curricular and Co-Curricular Changes to be Made</b> <a href="#">Edit</a>
<p>Competency in appropriate use of economic concepts to identify agricultural and natural resource problems, identify and gather appropriate data, and skills to apply quantitative and qualitative analysis to obtain solutions, using appropriate computer technology <a href="#">Edit</a></p> <p><b>Aligns with University Learning Outcome(s):</b> Learn and Integrate Think and Create Clarify Purpose and Perspective</p>	<p><b>Direct Measure</b> Quality of team presentations in capstone course (AgEc 478); quality of team project in capstone course (AgEc 478)</p> <p><b>Indirect Measure</b> -Alumni survey (to be conducted every 4 years; next survey 2013) - placement in graduate programs - performance of student teams at AAEA Quiz Bowl competition experience - feedback from project clients from capstone course</p> <p><b>Face-to-Face Measures</b> Senior exit interviews; focused interviews of participants on AgEc 410 policy field trip</p>	<p><b>Direct Benchmarks</b> -Students will earn an average of '3' or better on scores from faculty evaluations for content on team presentations in capstone course; Students will earn an average team score of 10 or better in evidence and research in capstone projects</p> <p><b>Indirect Benchmarks</b> - Alumni survey should show that graduates believe program prepared them well for their career and/or graduate programs. -All quiz bowl teams place in the top half of the competition with the more experienced team placing in the top ten. - Student reasoning grades will be in "above average" in national Quiz Bowl competition. - majority of those students applying for graduate school are accepted.</p>	<p><b>Direct Findings</b> Students earned an average of 4.18 on team scores for content, and the lowest team score was 3.7, on capstone presentations. Students earned average team scores of 12.1 and 11.7, respectively, for evidence and research on capstone projects, with no team earning lower scores than 10 in either category.</p> <p><b>Indirect Findings</b> 1) the two Quiz Bowl teams did not fare well at the 2012 AAEA competition, losing in both their respective rounds to universities such as Florida, Manitoba and Kentucky. Advisors do not believe this is due to better teams at the other schools, but rather to challenging questions which our teams were unable to answer; 2) alumni survey last conducted in 2009 and will next be conducted in 2014; 3) FDRS team placed second among national competition, after the team from Texas A&amp;M, which is a strong signal that students are learning economic concepts; 4) the evaluation of the capstone project teams by the external clients indicates that there was an overall acceptable level of problem solving ability on the part of the students. There is room for improvement, in terms of intellectual curiosity and interest in digging deeper into problems; 5) one student who applied to graduate school was accepted.</p> <p><b>Face-to-Face Findings</b> Senior exit interviews indicate students appreciate the applied nature of the major, and experiential learning opportunities. Students in both exit interviews and focused interviews following 410 policy trip stated uncertainty as to</p>	<p>1) Advising guidelines have been created to be implements in 2012-13 academic year to assist students in choosing courses for particular career tracks within both agribusiness and ag econ majors. Particularly for ag econ major, an advanced degree prep guideline has been created to emphasize graduate school opportunities. 2) The department will spend the upcoming year examining the ag econ major to evaluate the purpose, goal and curriculum and implement necessary changes for better focus. 3) Based upon lessons learned from a national disciplinary workshop on learning outcomes for agribusiness and ag econ, and knowledge areas, learning outcomes for 2012-13 B.S. programs in Ag Econ (both majors) will change to capture those lessons learned. Subsequently, some of the measurement tools will also be modified to reflect those changes.</p>

what major differences  
between ag econ and  
agribusiness major, and  
goals/purposes are  
between the two majors  
offered by department.

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<p>Effective written and oral communication skills expressing economic concepts, business decision-making, quantitative analyses, and agricultural concepts. <a href="#">Edit</a></p> <p><b>Aligns with University Learning Outcome(s):</b> Learn and Integrate Think and Create Communicate Clarify Purpose and Perspective</p>	<p><b>Direct Measure</b> -Quality of team presentations in capstone course (AgEc 478); quality of team project in capstone course (AgEc 478)</p> <p><b>Indirect Measure</b> -Alumni survey (to be conducted every 4 years, next survey in 2013); evaluation by internship employers</p> <p><b>Face-to-Face Measures</b> Senior exit interview</p>	<p><b>Direct Benchmarks</b> Students will earn an average of '3' or better on team scores for organization and delivery for team presentations in AgEc 478; students will earn an average team score of 15 or better for use of English language and 7 or better for organization of thought in capstone projects.</p> <p><b>Indirect Benchmarks</b> Alumni will indicate that at least 80% of alumni regard the program as preparing them well in communications skills; internship employers will indicate that interns were acceptable or better in oral and written business communications skills.</p>	<p><b>Direct Findings</b> Students earned an average of 4.14 and 4.31, respectively for organization and delivery with all teams receiving above a 3.5 for organization and 3.8 for delivery. Students earned an average of 16.9 for use of English language and 8.1 for organization of thought, with the lowest team score of 15.5 for use of English language and 7 for organization of thought. All scores are above the benchmark.</p> <p><b>Indirect Findings</b> Alumni survey not conducted in 2012. No students were involved in internships in 2011-12.</p> <p><b>Face-to-Face Findings</b> Exit interviews find that students believe internships are a valuable experience, helpful in determining if they wish to seek employment post graduation or continue on to graduate school. If the former, internships are an opportunity to build career options. Whether going on to graduate school or seeking employment or internships, good communication skills aid in all three, thus, they appreciate opportunities to improve those skills in their ag econ courses.</p>	<p>1)To use the alumni survey from 2009 and the advisory board to step up efforts to increase internship opportunities for students. 2) to develop advising guidelines that assist students in identifying early in their careers the types of areas that are job opportunities or advanced degree prep, which will enable them to choose appropriate courses 3) to re-evaluate extent of and appropriateness of existing communication evaluations in program, and adjust as needed</p>

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