

# **Annual Program Assessment Report**

Academic Year Assessed: 2023-2024

College: College of Agriculture

Department: Agricultural Economics & Economics

Submitted by: Wendy Stock, Certifying Officer for the DAEE

Undergraduate Assessment reports are to be submitted annually by program/s. The report deadline is October 15<sup>th</sup>.

Graduate Assessment reports are to be submitted annually by program/s. The report deadline is October 15<sup>th</sup>.

## **Program(s) Assessed:**

*List all majors (including each option), minors, and certificates that are included in this assessment:*

Majors/Minors/Certificate	Options
Agricultural Business	Farm Management, Agribusiness Management

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**Have you reviewed the most recent Annual Program Assessment Report submitted and Assessment and Outcomes Committee feedback? (please contact Assistant Provost Martha Peters if you need a copy of either one).**

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The Assessment Report should contain the following elements, which are outlined in this template:

1. Assessment Plan, Schedule, and Sources
2. What was done this assessment cycle – including rubrics, how data was collected, and who analyzed it
3. What was learned – including areas of strength and areas for improvement
4. How we responded
5. Closing the loop

Sample reports and guidance can be found at:

[https://www.montana.edu/provost/assessment/program\\_assessment.html](https://www.montana.edu/provost/assessment/program_assessment.html)

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# 1. Assessment Plan, Schedule and Data Source.

a) Please provide a multi-year assessment schedule that will show when all program learning outcomes will be assessed, and by what criteria (data). (You may use the table provided, or you may delete and use a different format).

ASSESSMENT PLANNING CHART: Agricultural Business							
PROGRAM LEARNING OUTCOME (Student Outcomes)	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Data Source*
A. Demonstrate an understanding of how markets operate and the effects of extensive government policies on those markets	x						AGBE 451RS Capstone Research Project
B. Use basic skills in mathematical and analytical reasoning and statistical techniques				x			AGBE 341 Exams
C. Be able to read and comprehend general articles in business and economics journals			x				AGBE 445 Case Studies and AGBE 451RS
D. Understand firm and farm level decision rules for the efficient operation of enterprises and the institutional structure and use of agricultural marketing systems					x		AGBE 341 Exams
E. Be able to analyze changes in market and general economic conditions in a broad array of settings and be able to determine the impact on various groups affected by those changes		x					AGBE 451RS Capstone Research Project
F. Have knowledge in supporting areas such as accounting, plant science, and animal science to better develop technical knowledge specific to agriculture and agricultural business; course choice flexibility added to certain supporting course areas to improve students' abilities to obtain complementary skillsets that will make them more marketable in the workforce.	x						AGBE 451RS Capstone Research Project

G. Be able to present ideas effectively in oral and written forms to those in the agricultural and related fields							x	AGBE 451RS Capstone Research Project
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*\*Data sources can be items such as randomly selected student essays or projects, specifically designed exam questions, student presentations or performances, or a final paper. Do not use course evaluations or surveys as primary sources for data collection.*

**b) What are the threshold values for which you demonstrate student achievement? (Example provided in the table should be deleted before submission)**

Threshold Values		
PROGRAM LEARNING OUTCOME	Threshold Value	Data Source
C. Be able to read and comprehend general articles in business and economics journals	The threshold value for this outcome is for 75% of assessed students to score above 2 on a 1-4 scoring rubric for homework 4.	AGBE 445 Case Studies and AGBE 451RS

## 2. What Was Done

**a) Was the completed assessment consistent with the program's assessment plan?**

Yes

No

**b) If no, please explain.**

**c) How were data collected and analyzed? (Please include method of collection and sample size).**

Method of collection: Instructor of AGBE 451 provided a random sample of homework assignments to DAEE Resident Instruction Committee. Names of students were redacted.

Sample size: 4 student homework assignments

**Example Artifact:**

The following questions correspond to the assigned article by Janzen and Hendricks (2020). a. The authors list three important considerations when linking the CCC to trade aid payments. What are those three considerations? b. What is meant by "are farmers made whole" in this article? Describe how Janzen and Hendricks (2020) answer the question as to whether farmers are made whole?

Three out of the four sampled students received a score greater than 2 on the homework question. This meets the threshold of 75%.

**d) Please provide a rubric that demonstrates how your data was evaluated.**

<b>Indicators</b>	<b>Beginning - 1</b>	<b>Developing- 2</b>	<b>Competent- 3</b>	<b>Accomplished- 4</b>
Be able to read and comprehend general articles in business and economics journals	The student shows some understanding of some basic economic concepts related to the article, but is unable to evaluate its overall conclusions or methods	The student shows understanding of basic economic concepts related to the article, but makes some errors in applying those concepts to the article	Mostly understands the economic concepts in the article, and can generally apply the concepts, but makes some minor errors or doesn't describe article's methods and conclusions correctly	Clearly understands economic concepts of article, carefully describes how the concepts apply to the article, clearly articulate the article's methods and conclusions

### **3. What Was Learned**

- a) Based on the analysis of the data, and compared to the threshold values established, what was learned from the assessment?**

The agricultural business program prepares students to analyze the effects of changes in market and general economic conditions on various groups, and to understand and comprehend academic research related to those effects. In the assessed problem, students were asked to describe linkages between CCC and trade aid payments made in the article. They were asked to interpret specific details and conclusions from the article. All but one of the students demonstrated understanding of the economic significance of the trade policy change for these different types of producers.

- b) What areas of strength in the program were identified?**

The exam illustrated students' ability to analyze changes in economic conditions and welfare impacts for different types of economic agents.

- c) What areas were identified that need improvement?**

Some students had difficulty illustrating the removal of a quota in a graph. All students could improve their graphing skills and describing more clearly how to interpret their graphs.

### **4. How we responded**

- a) Describe how "What Was Learned" was communicated to the department, or program faculty.**

Findings were disseminated to department faculty.

- b) How are the results of this assessment informing changes to enhance student learning in the program?**

Students are meeting the PLOs effectively.

- c) If information outside of this assessment is informing programmatic change, please describe that.**

## 5. Closing the Loop

- a) **In reviewing last year's report, what changes proposed were implemented and will be measured in future assessment reports?**

No changes were proposed last year. Students effectively met PLOs.

- b) **Have you seen a change in student learning based on other program adjustments made in the past? Please describe the adjustments made and subsequent changes in student learning.**

No

Submit report to [programassessment@montana.edu](mailto:programassessment@montana.edu)