

Cover Sheet for Assessment Plans

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates – Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Agricultural Economics

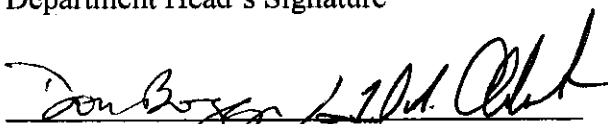
Title and Level of Academic Program: Agricultural Economics, M.S. and Ph.D.

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.


<input checked="" type="checkbox"/> Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: <u>5/23/2005</u>
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Department Head's Signature

22 Aug 2005
Date


College Dean's Signature
(Required for Undergraduate Programs)

8-23-05
Date


Dean of the Graduate School's Signature
(Required for Graduate Degree Programs)

8/29/05
Date

November 1, 2004: Assessment plans are to be sent to the respective Dean
November 29, 2004: Relevant materials are to be sent from the Deans to the Provost

Department: Agricultural Economics

Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: MS and PhD Agricultural Economics

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 8-16-2005

Decision (check one):

Revision Needed (*see first feedback section below*)

Assessment Plans Approved

Feedback on immediate actions that are needed before approval:

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

The program appears to have addressed or clarified questions raised by the committee.

**Revised Template for
Assessment Plans for Student Learning Outcomes
Kansas State University**

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email the revised outcomes (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date of this Submission

College: Agriculture
Department: Agricultural Economics
Date of Submission: August 17, 2004

B. Contact Person(s) for the Assessment Plans

Ted Schroeder

C. Program – degree, minor, or certification

M.S. Agricultural Economics

D. Assessment Plans for the Student Learning Outcome(s) that will be addressed in the Next Three Years

1. Student Learning Outcome(s)

**Student Learning Outcomes:
Agricultural Economics M.S. Program**

1. Demonstrate an understanding of how to use microeconomic concepts to set up and analyze economic problems and implications.

2. Demonstrate an understanding of how to use macroeconomic concepts to set up and analyze economic problems and implications.
3. Identify, summarize, interpret, and critique relevant scholarly literature.
4. Demonstrate the ability to identify important research problems and formulate well-defined research objectives (e.g., testable hypotheses).
5. Identify and use appropriate quantitative methods to accomplish research objectives.
6. Effectively use written and verbal communication skills to present economic concepts and analyses.
7. Understand features of agriculture (e.g., inherent risk, institutions, unique government policies, and cultural importance of food) that make it unique for applications of economic principles.
8. Practice highest levels of professional conduct (e.g., in professional activities take responsibility, be accountable, show integrity, have strong ethics, and respect diversity).

Student learning outcomes to be assessed in the next three years will be learning outcomes (4), (5), and (6) which are ability to identify important research problems and formulate objectives; identify and use appropriate quantitative tools; and effectively communicate these concepts.

The identified student learning outcomes in this assessment plan address the following University-wide Student Learning Outcomes (check all that apply):

X Knowledge x Critical Thinking x Communication Diversity

X Academic and Professional Integrity

At this point in time, at least one of the selected learning outcomes is conceptually different from the university's learning outcomes (e.g., more specific to the program).

Undergraduate

2. How will the learning outcome(s) be assessed? Who will be assessed?

These outcomes will be assessed through student research papers, papers presented at professional meetings and student thesis performance. Each student will be expected to participate in these activities and grades for each of these will be assessed as well as the extent of participation in each of these activities. See attached table 1.

3. When will this outcome be assessed? When will the results of the assessment(s) be discussed?

These assessments will be on-going for the next three years with assessment made at the end of each year. Because a small number of students are involved, we will assess on-going performance and cumulate across years to get sufficient data over time to have statistical reliability in results.

4. What is the unit's plan for improving students' learning?

Practicing these activities with experienced faculty mentoring is the most effective way to accomplish these learning outcomes. We will design ways for faculty to better engage the students in practicing with formal feedback on performance from faculty. The students' major professor will play a key role in this activity as well as course instructors with research papers assigned.

Table 1. Ag. Econ. MS Learning Outcomes and Associated Activities

MS Ag Economics													
Learning Outcome	ECON 720	ECON 805	ECON 830	AGEC 712	AGEC 805	AGEC 810	AGEC 823	AGEC 880	AGEC 890	STAT 706	Thesis Writing	Thesis Oral	Attend Seminars
1. Micro concepts	a			a	a		a	a	a		b	b	b
2. Macro concepts		a				a							
3. Literature				c	c	c		c	c		c	c	c
4. Problem Forming	a	a	a	a	a	a		a					
5. Quantitative			a	a	a					a	d	d	
6. Communication					e	e	e	e	e		e	e	e
7. Institutions					a	a	a	a	a		f	f	f
8. Professionalism	g	g	g	g	g	g	g	g	g	g	g	g	g

a=measured by course grade. Expect at least 90% of students to master subject matter to obtain a B or better in these courses.

b=measured by qualitative assessment of student's ability to use these tools in this setting. Expect at least 90% of students to successfully complete these activities

c=measured by student's ability to provide relevant literature in projects and term papers. Expect 90% of students to be able to identify appropriate literature for projects

d=measured by student's ability to conduct appropriate quantitative techniques. Expect 90% of students to be able to use appropriate quantitative techniques in these activities.

e=measured by student's ability to effectively communicate in term projects, exams, presentations, and publications. Expect 90% of students to master these skills

f=measured by student's ability to understand agricultural institutions and unique features.

g=measured by student's professional conduct. Expect 100% of students to handle themselves in professional manner at all times and settings.