Annual Academic Assessment Report
(MS/Agricultural Economics and Agribusiness)
(May 26, 2021)
Contact: Lanier Nalley llnalley@uark.edu 575-6818

Results of analysis of assessment of Student Learning Outcome

Non-Thesis MS

The Problem Solving rubric was utilized for nine students presenting their case study results in AGEC 5011 seminar. Students were evaluated by the seminar instructor (Anderson) based on their presentation materials as well as on personal interaction through group meetings with the instructor throughout the semester.

Non-Thesis Students Problem Solving Summary results

	Excellent (4)	Above Average (3)	Average (2)	Needs Improvement (1)	Average student score on a 1-4 scale
Define Problem	28	6	0	0	3.78
Identify Strategies	12	18	0	0	3.33
Propose Solutions / Hypotheses	24	6	2	0	3.56
Evaluate Potential Solutions	8	18	2	0	3.11
Strategy to Implement Solution	12	15	2	0	3.22
Evaluate (Potential) Outcomes	4	21	2	0	3.00

- The majority of students performed above average or higher.
- Students' ability to define problems and propose solutions/formulate hypotheses were particularly high. Students scored a bit lower on their ability to evaluation solutions and outcomes, but their abilities in those categories are still generally well above average, with none below average

Summary of Findings.

- For the Spring 2021 case study, non-thesis students in the MS program were asked to develop and present a policy analysis seminar on a recent proposal by the National Cattlemen's Beef Association to monitor and potentially regulate pricing practices in the fed cattle market. Students were asked to 1) explain the key policy issue in a manner accessible to stakeholders, evaluate the potential performance of the proposed policy intervention, and identify and explain potential unintended consequences of the proposed policy. As part of the project, students were required to conduct interviews with representatives of two different stakeholder groups affected by the proposed policy. Seminar Instructor met regularly with the non-thesis group over the course of their project. Project responsibilities were allocated among the 10 non-thesis students in the class. Non-thesis students presented their work to the seminar instructor and to their peers in the AGEC 5011 Seminar Class.

- Non-thesis students generally performed well in the case study exercise. In general, all students were appropriately involved in the case study analysis, though one student's engagement with the project was significantly curtailed by a medical issue during the semester. Approximately 80% of the thesis students demonstrated a strong ability to address the topic at hand using appropriate economic concepts and tools. All students participated in final project delivery and demonstrated acceptable proficiency in

communicating project objectives, methods, and results clearly and effectively.

The Oral Communication rubric was utilized for nine non-thesis students in AGEC 5011 seminar. Students were evaluated by the seminar instructor (Anderson) based on their case study presentation, a presentation on the economy of their home county/parish/country, in-class interaction, and personal interaction through group meetings with the instructor throughout the semester.

Non-Thesis Students Oral Communication Summary results

	Excellent (4)	Above Average (3)	Average (2)	Needs Improvement (1)	Average student score on a 1-4 scale
Organization	24	9	0	0	3.67
Language	24	6	2	0	3.56
Delivery	16	12	2	0	3.33
Supporting Material	20	12	0	0	3.56
Central Message	28	6	0	0	3.78

- Non-thesis students scored very well on oral communication. All were at or above average in every category. Overall, the communication skills of the non-thesis students were quite high.

Thesis MS
The Oral Communication Rubric was utilized for five students presenting their final thesis results (Defense). The students were evaluated by the professors constituting their committee (a total of 16 evaluations were submitted by faculty; the number of evaluators ranged from two– five: committees consist of a minimum of three members but not all faculty submitted their assessment). The results are below

Thesis Oral Presentation Summary results

	Excellent (4)	Above Average (3)	Average (2)	Needs Improvement (1)	Average student score on a 1-4 scale
Organization	12	4	0	0	3.75
Language	11	5	0	0	3.68
Delivery	11	3	1	0	3.43
Supporting Material	8	8	1	0	3.62
Central Message	12	3	1	0	3.68

- The majority of thesis students are performing "above average" or higher.

The Problem Solving Rubric was utilized for five students presenting their final thesis results (Defense). The students were evaluated by the professors constituting their committee (a total of 16 evaluations were submitted by faculty; the number of evaluators ranged from two – five: committees consist of a minimum of three members but not all faculty submitted their assessment). The results are below

Thesis Students Problem Solving Summary results

	Excellent (4)	Above Average (3)	Average (2)	Needs Improvement (1)	Average student score on a 1-4 scale
Define Problem	13	3	0	0	3.18
Identify Strategies	8	7	1	0	3.43
Propose Solutions / Hypotheses	12	5	0	0	3.93
Evaluate Potential Solutions	7	8	0	0	2.81
Strategy to Implement Solution	14	2	0	0	3.87
Evaluate (Potential) Outcomes	10	6	0	0	3.62

- The majority of thesis students are performing "above average" or higher.

The Written Communication Rubric was utilized for five students presenting their final thesis results (Defense). The students were evaluated by the professors constituting their committee (a total of 16 evaluations were submitted by faculty; the number of evaluators ranged from two– five: committees consist of a minimum of three members but not all faculty submitted their assessment). The results are below

Thesis Written Communication Summary results

	Excellent (4)	Above Average (3)	Average (2)	Needs Improvement (1)	Average student score on a 1-4 scale
Contest and Purpose	12	4	0	0	3.75
Content Development	10	6	0	0	3.62
Genre & Disciplinary Conventions	10	6	0	0	3.62
Sources & Evidence	11	4	0	0	3.50
Control of Syntax	9	7	0	0	3.56

- The majority of thesis students are performing "above average" or higher.

Combined Thesis and Non-Thesis evaluation
Core content exam

- All students (Thesis and non-thesis) are required to take Microeconomics principles (AGEC 5103- Huang) and Quantitative Methods (AGEC 5403-Nalley). Students will be examined on key concepts at the beginning of each class and again at the endof each class (see list of questions in appendix).
- This will be directly evaluated by the course instructor.
- The change in percentage correct will be report

Acceptable and **Ideal Targets**
- Acceptable: Students will show an average increase of 20% after taking the course, i.e. on average students will correctly answer 35% of the questions at the beginning of the course and 55% or better by the end of the course.
- Ideal: Students will show an average increase of 40% after taking the course, i.e. on average students will correctly answer 35% of the questions at the beginning of the course and 75% orbetter by the end of the course.

Summary of Findings.
- For the fall 2020 term, all student in AGEC 5103 Microeconomics principles were administered thebasic content quiz at the beginning of the semester and again at the end of the semester. The average result on the quiz was thirty percent (30%) correct at the beginning of the semester and seventy-seven percent (77%) at the end of the semester. The average score improved 47 percentage points.
- For the fall 2020 term, all student in AGEC 5403 Quant Methods for AGEC were administered the basic content quiz at the beginning of the semester and again at the end of the semester. The average result on the quiz was twenty percent (20%) correct at the beginning of the semester and eighty percent (80%) at the end of the semester. The average score improved 60 percentage points.

Mastery of course subject matter

- Students will be assessed as to how well they comprehend material in their course of study.
- Students will be indirectly assessed by course instructor.
- Students will be given a series of assignments, exams, and/or projects to demonstrate theirknowledge of key Agricultural Economic Concepts and demonstrate their ability to use the appropriate concepts in a given situation.
- Students will be assessed grades based on their demonstrated mastery of core concepts andappropriate use.

Acceptable and **Ideal Targets**
- Acceptable: At least 50% of the students should complete their course of study with a "B+"average (3.33 GPA on a 4.0 scale)
- Ideal: At least 75% of the students should complete their course of study with a "B+" average(3.33 GPA on a 4.0 scale)

Summary of Findings.

- As seen in the table below, students have averaged over 3.33.

Type of MS Student	Number of Students	Average GPA
Total	29	3.76 (83% > 3.33; 66%>3.75)
Thesis	15	3.66 (73% > 3.33; 60%>3.75)
Non-Thesis	14	3.87 (93% > 3.33; 71%>3.75)

- **Any changes to degree/certificate planned or made on the basis of the assessment and analysis**
  None
- **Any changes to the assessment process made or planned.**
  None