Expected Outcome 1: Communicate Complex Ideas
To communicate complex business and economic ideas in both written and oral forms to a novice audience.

Assessment Method 1: Excel Activity and Memo

Assessment Method Description
Each student in AGEC 3010 in spring of 2014 was given a set of data from a published source in the format of a spreadsheet. From this data students completed a complex set of manipulations and calculations intended to demonstrate the transformation of raw data into information of value to a business. Their individual work product was a spreadsheet table exhibiting the value of a novel agricultural product to each of 31 agricultural regions in the US, as well as the aggregate gross revenue expected to accrue to the developer of the product. They also provided two X-Y graphs as supporting exhibits. Finally, each student wrote an internal business memo to the members of the hypothetical company’s pricing committee addressing how the analysis was executed, what assumptions were used, what price was recommended for the product, what was the revenue expected (and according to what objective function), who the buyers would be, and how many units of product would be needed to supply the market.

Findings

Calculations

Of the 33 students in the class, evaluation of their work product resulted in the following distribution:

<table>
<thead>
<tr>
<th>Score</th>
<th>Number of Students</th>
<th>Percentage</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;60</td>
<td>7</td>
<td>21</td>
<td>Below Minimum</td>
</tr>
<tr>
<td>60-69</td>
<td>4</td>
<td>12</td>
<td>Minimum</td>
</tr>
<tr>
<td>70-79</td>
<td>8</td>
<td>24</td>
<td>Average</td>
</tr>
<tr>
<td>80-89</td>
<td>6</td>
<td>18</td>
<td>Above Average</td>
</tr>
<tr>
<td>90-100</td>
<td>8</td>
<td>25</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>
Analysis
26 of 33 students (79%) exceeded minimum standards in the exercise. 14 of 33 (42%) students exhibited above-average performance. 7 of 33 (21%) students failed to meet the minimum standards.

How did you use findings for improvement?

Additional Comments
Overall Conclusions
With 79% of the class exceeding minimum standards, students in spring 2014 appeared in general to be adequately addressing the challenges of this assignment. It was difficult to generalize on what particular elements needed improvement since the performance criteria and grading rubrics included correct calculations, professional presentation, and a coherent narrative. Underperforming students could have had problems in more than one of these areas.

Nevertheless, spring 2014 was a marked improvement over spring 2013, where only 58% exceeded the minimum requirements. In the assessment of that earlier semester, and following a suggestion by the Office of University Writing, a plan was initiated to incorporate peer review of the homework assignment in 2014. This appeared to correct at least some of the problems that may have occurred in 2013, particularly errors in calculation and inattention to the details required in presentation.

Planned Action
For spring 2015, Panopto lecture-capture recordings will be added to the Canvas website for students’ use in review. This should help to address shortcomings in students’ comprehension of the lectures necessary for the fullest execution of the task. Absence from or inattention in any of the lectures related to this assignment would be a serious barrier to successful completion of the exercise, so perhaps by providing students with another chance to watch the lecture this problem will be attenuated in the future.
Expected Outcome 2: Diversity
To be able to work in a diverse setting (gender, ethnic, economic, international, etc.)

Assessment Method 1: Graduation Survey-Racial/Ethnic Diversity

Assessment Method Description
We use the graduation survey to evaluate students' perceptions of their ability to interact with people of other races, ethnicities, and lifestyles. Given the increasing diversity of our country and globalization, our students need to be able to interact effectively with people of diverse backgrounds.

We expect that none of our students will state that they have "limited or no ability" to interact with people of other races, ethnicities, and lifestyles. We also expect that majority of our students will state that they are at least of "intermediate ability" to interact with people of other races, ethnicities, and lifestyles.

Findings
Calculations
We had 12 graduating seniors who completed the survey from fall 2013 to spring 2014. We had 138 students in the undergraduate program fall 2013 of which 29 graduated that academic year (41.3% response rate for graduating students).

For the statement, "Your ability to interact with people of other races, ethnicities and lifestyles" we had the following responses:

<table>
<thead>
<tr>
<th></th>
<th>Little to No Ability</th>
<th>Basic Ability</th>
<th>Intermediate Ability</th>
<th>Advanced Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Percentages</td>
<td>0.00%</td>
<td>0.00%</td>
<td>41.67%</td>
<td>58.33%</td>
</tr>
</tbody>
</table>

Analysis
We attained our goal to have none of our students state that they have little or no ability to interact with people of other races, ethnicities, and lifestyles. We also had the everyone state that they have at least intermediate ability to interact with people of other races, ethnicities, and lifestyles. This result is surprising given that the diversity of our
undergraduates is limited. Over the academic years from 2011 to 2013, the percentage of non-white students was a low of 2.38% (2012) and a high of 6.02% (2013). Unless students are having substantial learning experiences outside of the major (or the College), their self-assessment is inconsistent with diversity of their major.

**How did you use findings for improvement?**
Because our results are inconclusive, we will need to collect better data to assess students' abilities to interact with others. However, the data on diversity suggests that we need to consider strategies to enhance the diversity and experience with diversity of our students.

**Additional Comments**

**Assessment Method 2: Graduation Survey--Cultural Awareness**

**Assessment Method Description**
We use the graduation survey to evaluate students' perceptions of their ability to interact with people who have beliefs, values, and opinions different than yours. Given the increasing diversity of our country and globalization, our students need to be able to interact effectively with people of diverse backgrounds.

We expect that none of our students will state that they have "limited or no ability" to interact with people who have beliefs, values, and opinions different than yours. We also expect that majority of our students will state that they are at least of "intermediate ability" to interact with people who have beliefs, values, and opinions different than yours.

**Findings**

**Calculations**
We had 12 graduating seniors who completed the survey from fall 2013 to spring 2014. We had 138 students in the undergraduate program fall 2013 of which 29 graduated that academic year (41.3% response rate for graduating students).
For the statement, "Your ability to interact with people of other races, ethnicities and lifestyles" we had the following responses:

<table>
<thead>
<tr>
<th></th>
<th>No. of Respondents</th>
<th>Little to No Ability</th>
<th>Basic Ability</th>
<th>Intermediate Ability</th>
<th>Advanced Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>66.67%</td>
<td></td>
</tr>
</tbody>
</table>
**Analysis**
We attained our goal to have none of our students state that they have little or no ability to interact with people who have beliefs, values and opinions different than yours. We also had the everyone state that they have at least intermediate ability to interact with people who have beliefs, values and opinions different than yours. This result is surprising given that the diversity of our undergraduates is limited. Over the academic years from 2011 to 2013, the percentage of non-U.S. students was a low of 0% (2013) and a high of 2.19% (2011). Unless students are having substantial learning experiences outside of the major (or the College), their self-assessment is inconsistent with diversity of their major.

**How did you use findings for improvement?**
Because of the inconclusive results, we will need to develop other metrics to evaluate this outcome. We have developed a 3+2 program that will bring in Chinese students into our program. For this program to have this benefit, we will need to find ways for our students to interact with the Chinese students.

**Additional Comments**