

Year 0 Assessment Plan

Academic Year of Year 0 Plan: 2025-2026 College: Agriculture

Department: Agricultural Economics and Economics

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Program(s) to be Assessed. List all majors, minors, certificates and/or options that are included in this new Assessment Plan

Majors/Minors/Certificate	Options
Bachelor of Science in Economics (ECOE-BS)	Environmental Economics and Policy

Is this a new program? YES

Are you keeping existing outcomes? YES

If no, please identify all that apply:

Consolidating PLOs _____

Rewriting PLOs to be more assessable _____

Rewriting PLOs to be more aligned with program objectives _____

Other:

Part 1: Program Learning Outcomes (PLOs).

List the Program Learning Outcomes.

PLO#	PLO Description
1	Demonstrate an understanding of how markets operate and the effects of government policies on those markets.
2	Be able to analyze changes in market conditions in a broad array of settings and be able to determine the impact on the various groups most affected by the change.
3	Analyze and evaluate environmental policies, assessing their effectiveness, efficiency, and equity implications.
4	Identify appropriate policy instruments and design strategies to tackle emerging environmental challenges while balancing economic, social, and ecological considerations.
5	Integrate economic analysis with concepts from environmental sciences and other fields to assess environmental challenges and propose sustainable solutions
6	Recognize empirical research methods used in environmental economics and policy evaluation, outline potential approaches to answer a novel empirical question, and to apply basic statistical techniques to analyze economic or environmental data
7	Present ideas effectively in oral and written forms to those in the environmental and related fields

Part 2: Development of Assessment Plan.

- a) **Threshold Values.** Discuss your threshold values and how you will determine them for your courses and PLOs.

For each PLO, at least 50% of students must demonstrate performance at Level 3 or higher on a rubric with four levels. Levels of performance are shown below:

Level 4 (Exceeds Expectations) = Student demonstrates greater knowledge, skill or ability than is expected of a graduating senior economics student.

Level 3 (Meets Expectations) = Student demonstrates sufficient knowledge, skill or ability expected of a graduating senior economics student.

Level 2 (Below Expectations) = Student demonstrates less knowledge, skill or ability than is expected of a graduating senior economics student.

Level 1 (Unsatisfactory) = Student does not demonstrate adequate knowledge, skill or ability for a graduating senior economics student.

- b) **Methods of Assessment & Data Source.** Discuss methods and potential data sources of student work.

- **Direct Measures:** All PLOs will be assessed from upper level required classes as mapped below in section 2(d).
- **Indirect Measures:**
 - End of semester student course evaluations for field courses (ECNS 332, ECNS 335, ECNS 433)
 - Enrollment and completion metrics
 - Instructor reflection
 - Informal student feedback

- c) **Timeframe for Collecting and Analyzing Data.** Develop a multi-year assessment schedule that will show when all program learning outcomes will be assessed.

Data collection will occur each academic year, with analysis and reporting every two years following the initial cycle. The first full assessment report for the ECOE-BS program is due by October 15, 2026.

- d) **Curriculum Map & Assessment Planning Chart.** Using the chart below, fill in the map. This table can be recreated to make more room for PLOs and/or change the layout. Mapping should also occur in the Courseleaf CIM system.

Program Learning Outcomes	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	Data Source
PLO 1 – Demonstrate an understanding of how markets operate and the effects of government policies on those markets.	X					ECNS 301
PLO 2 – Be able to analyze changes in market conditions in a broad array of settings and be able to determine the impact on the various groups most affected by the change		X				ECNS 301
PLO 3 – Analyze and evaluate environmental policies, assessing their effectiveness, efficiency, and equity implications.			X			ECNS 433
PLO 4 – Identify appropriate policy instruments and design strategies to tackle emerging environmental challenges while balancing economic, social, and ecological considerations				X		ECNS 332
PLO 5 - Integrate economic analysis with concepts from environmental sciences and other fields to assess environmental challenges and propose sustainable solutions.					X	ECNS 335
PLO 6 - Recognize empirical research methods used in environmental economics and policy evaluation, outline potential approaches to answer a novel empirical question, and to apply basic statistical techniques to analyze economic or environmental data	X					ECNS 403R
PLO 7 - Present ideas effectively in oral and written forms to those in the environmental and related fields		X				ECNS 432R

Part 3: What Will be Done.

Explain how assessment will be conducted, who receives the analyzed assessment data, and how it will be used by program faculty for program improvement(s).

- a) How will assessment artifacts be identified?

The primary assessment artifacts will consist of relevant homework, exam, and projects for the related classes addressing each Program Learning Outcome.

- b) How will they be collected (and by whom)?

The course instructor is responsible for collecting the completed assignment and associated project materials at the end of each semester. The Resident Instruction Committee will collect all artifacts for assessment purposes.

- c) Who will be assessing the artifacts?

Each year, the Resident Instruction Committee faculty members will independently evaluate a random sample of artifacts using the assessment rubrics above.

Part 4: Assessment-Specific Rubrics.

All plans must include program-specific assessment rubrics (the methodology of how student artifacts are to be assessed).

See section 2(a).

Part 5: Program Assessment Planning & Report Communication

- a) How will annual assessment be communicated to faculty within the department? How will faculty participating in the collecting of assessment data (student work/artifacts) be notified?

The assessment will be managed by the Resident Instruction Committee, and all assessment reports will be posted to departmental websites.

- b) When will the data be collected and reviewed, and by whom?

The artifacts will be reviewed by the resident instruction committee prior to the submission deadlines in October.

- c) Who will be responsible for the writing of the report?

The report will be spearheaded by the resident instruction committee with input from the department head.

- d) How, when, and by whom, will the report be shared?

After the report is written and before the October 15th deadline, the director will post the report on our website, share the website link with faculty and e-mail the report to programassessment@montana.edu.

Part 6: Closing the Loop(s).

“Closing the Loop” is the self-reflective portion of the assessment where faculty have an opportunity to evaluate how a PLO(s) was assessed previously compared to the findings in the current report. The goal of program assessment is continual student learning improvement even if thresholds have been met. Please explain plans for how Closing the Loop will be documented going forward.

Assessment data and findings will be provided to the resident instruction committee and department head. Any recommended changes by review committees or internal committees will be documented in future assessment reports and these reports will be shared with DAEE faculty.