

## End of Year Assessment Report for Programs

Program: Agribusiness

Semester/year: S18

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Submission date: July 1, 2018

### Program Mission Statement

The mission of a BS degree in agribusiness management is to prepare graduates to be the best qualified, most talented candidates for any position in an agriculture-related industry. The agribusiness management program is highly experiential and relies on financial and operational analytical tools to arm Briner agribusiness majors with the ability to provide compelling solutions in evolving real-time challenges. Built on a foundation of faith in Jesus Christ, students will also understand the meaning of being a "Roaring Lamb," as described by the Briner School of Business namesake, Bob Briner. Agribusiness management graduates will have the professional acumen to respectfully impress industry colleagues and the confidence to suggest innovative ideas to their employers.

### Program Objectives

At the close of their degree students should be able to:

1. Effectively manage colleagues, employees, and clients in ever-changing domestic and international business environments.
2. Synthesize goals, team work, and leadership activities built upon a meaningful business vision and strategy.
3. Analyze agricultural trends and integrate them into effective, profitable management decisions
4. Evaluate organizational strengths and weaknesses using proven financial and operational analytical tools.
5. Efficiently communicate plans, issues, and progress to any stakeholder with a broad array of technology using written, spoken, and digital techniques.

### Assessment Methods and Benchmarks – SPRING SEMESTER

Program Objective	Introducing	Developing	Mastering
PO1. Manage	<i>Agri101 C04 Not taught this semester</i>	Agri 201 C02. Ch 4, Industry Proj.	<i>Agri 301 C02 Not taught this semester</i>
PO2. Synthesize vision	<i>Agri101 C02 Not taught this semester</i>	Agri 201 C01 Hmwk Ch 1, 2 & 3	Agri 401 C02 Feasibility study construction
PO3. Analyze trends	<i>Agri101 C04 Not taught this semester</i>	Agri 201 C03 Hmwk Ch 4, 5 & 6	<i>Agri 301 C01 Not taught this semester</i>
PO4. Evaluate strengths and weaknesses	<i>Agri101 C01 Not taught this semester</i>	<i>Busn 235 C03 Not taught this semester</i>	<i>Agri 301 C03 Not taught this semester</i>
PO5. Communicate	<i>Agri101 C05 Not taught this semester</i>	Agri 201 C05 Market Analysis April 21	<i>Agri 301 C04 Not taught this semester</i>

P01.

- A. Introducing: AGRI 101, not taught this semester.
- B. Developing: AGRI 202, Chapter 4 Industry Project, These projects worked well with our class. 13/13 students (100%) achieved this objective.
- C. Mastering: AGRI 301, not taught this semester.

P02.

- A. Introducing: AGRI 101, not taught this semester.
- B. Developing: AGRI 202, Chapter 4, 5, and 6 Homework. 11/13 students (or 85%) achieved this objective.
- C. Mastering: AGRI 401, not taught this semester.

P03.

- A. Introducing: AGRI 101, not taught this semester.
- B. Developing: AGRI 202, Final Market Project Report 11/13 students (or 85%) achieved this objective.
- C. Mastering: AGRI 301, not taught this semester.

P04.

- A. Introducing: AGRI 101, not taught this semester.
- B. Developing: BUSN 235, not taught this semester.
- C. Mastering: AGRI 301, not taught this semester.

P05.

- A. Introducing: AGRI 101, not taught this semester.
- B. Developing: AGRI 202, Weekly Market Analysis, April 21. 6/13 students (46% achieved this objective. Participation on this sort of assignment began at 100 percent at the start of the semester and declined to the end. To be fair, I kept adding to it as we went.
- C. Mastering: AGRI 301, not taught this semester..

### **Assessment Findings – SPRING SEMESTER**

There are semester-specific gaps in the assessment matrices. This needs to be revisited now that all the agribusiness classes have been taught (classes with an AGRI prefix). The courses taught this semester are AGRI 201 and AGRI 401. The other 2 classes in the agribusiness curriculum (AGRI 101 and AGRI 301) were taught in the fall of 2017. Even when data exists for the course objectives in the classes that were taught, it is very thin data. From an anecdotal perspective, the program is doing what we set out to do. The three overarching goals are to:

- Provide a solid understanding of agriculture and agribusiness industries, including industry jargon,
- Provide students with a solid analytical business management base,
- And to teach the students to communicate: in writing and graphically

After 4 semesters, we are on track to succeed! The classes provide context and literacy in agricultural systems management and literacy. With each class new opportunities to bring in additional resources and concepts appear.

## **Analysis of Assessment Findings – SPRING SEMESTER**

This program is 4semesters into its existence. The learning curve is steep. But we are having successes.

What did you learn from the assessment? In particular: (1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process?

- Strengths include covering a broad array of topics; teaching analytical skills; and learning some of the industry jargon.
- Weakness appeared in maintaining inertia throughout the semester. The material covered more topics too broadly for the student to understand how the levels fit together. Instructor feedback could have been timelier for the students.

(2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)?

- Students respond well to class projects. I continue to try to weave those into each class.
- AGRI 201 went very well, although we did not cover as much material as I expected to cover at the beginning of the semester.
- The expansion of AGRI 401 into a feasibility study was a great addition to a capstone-like senior class.
- The weekly market analysis reports were successful even though participation declined as the semester progressed. This created some opportunities for class discussion that the textbook alone did not provide.

(3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment efforts.

- The student comments were helpful in AGRI 201. The class in large part was full of students that wanted to learn the material.
- The support (student comments and instructor observation) for class discussion, will prompt more energy going into finding new and better ways to have class discussions.

## **Sharing and Discussion of Assessment Findings – SPRING SEMESTER**

The spring semester had less sharing of results at the end of the semester than we had at the end of the fall semester. The institution had more assessment activities planned than ever. It seemed to take the focus off of individual class findings.

These findings and semester end assessments are very valuable to me in the agribusiness program. I will make them available to the rest of my Briner faculty peers as I can.

## **Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER**

Once this report is complete, the agribusiness program overall will be reviewed. WE HAVE LEARNED A LOT over the last 2 years!!! This program was designed before any agribusiness classes were taught. Now, after 2 years we have taught each of the for AGRI prefix, agribusiness classes. It has worked well. But in watching how the students respond to various activities, it can be enhanced.

Two activities that need to be done every semester are:

1. Conducting either weekly, or every other weekly, market analysis report summaries.
2. And playing the Commodity Challenge marketing game every semester.

These two activities provide continuous exposure to agricultural terminology and agribusiness philosophy.

Some of the other aspects did not work as well. In Agri 101, the chapters in the text are not equal in content. They can be combined and covered as collections in some cases rather than linearly as we have done initially.

More guest speakers and field trips need to be planned.

But the focus of the four classes was appropriate. It is a good start. We can just do better now.