

End of Year Assessment Report for Programs

Program: Agribusiness

Semester/year: S19

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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

Program Objective	Introducing	Developing	Mastering
PO1. Manage	Agri101 CO4 Market Analysis	Agri201 CO2 Ch 4 Industry Project	Agri301 CO2. Midterm Exam
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 100% completion	Evidence: 100% completion	Evidence: N/A
PO2. Synthesize vision	Agri101 CO2 Final Exam (#3)	Agri201 CO1 Ch 1-3 Hmwk	Agri401 CO3 Prelim. Feasibility
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 86% completion	Evidence: 100% completion	Evidence: N/A
PO3. Analyze Trends	Agri101 CO3 Hmwk Ch 3-4	Agri201 Market Simulation	Agri301 CO1 Final Exam
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 100% completion	Evidence: 95% completion	Evidence: N/A
	Agri101 CO1 Exam 2	Agri301 CO3 3 rd Written Paper	Agri401 CO4 Final feasibility study

PO4. Evaluate strengths and weaknesses	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 71% completion	Evidence: N/A	Evidence: N/A
PO 5. Communicate	Agri101 CO5 Farm/Busn. Plan	Agri201 CO5 Final Market Analysis	Agri301 CO4. 4th Written Paper
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 43% completion	Evidence: 100% completion	Evidence: N/A

Analysis of Assessment Findings

The 2018-2019 school year (most recent) is the third year of our GU agribusiness program. It is an adventure.

- Year 1, 2016-2017, was the first year and we had 11 students in Agri101 F16. Most of them were not agribusiness students and filling another agribusiness class in the spring was not easy. The first class was the only agribusiness class that was offered in year 1.
- Year 2, 2017-2018, we realized we could have an agribusiness graduate in May 2018 if we offered 2, agribusiness classes each semester. This also allowed us to ground-test the courses. Agri101 and Agri301 were offered F17, and Agri201 and Agri401 were offered S18. It was an illuminating year for our agribusiness courses AND we graduated our first agribusiness graduate in May.
- Year 3, 2018-2019, shifted back to our initial plan of holding 1 agribusiness class each semester, or all 4 agribusiness classes every 2 years. We graduated our second agribusiness graduate in May 2019.

This chronology is important due to the end-of-semester reports in 2018-2019 were for only one class. Therefore, they have been consolidated into a single, end-of-year report.

- Agri101, Introduction to Agribusiness, has been taught each school year in the fall semester. This course has been evolving in positive ways each semester. The Fall 2018 semester was my first year as the dean of the business school. There were challenges that had nothing to do with agribusiness that distracted from the course. But for the most part the Fall 2018 Agri101 course went well.
- Agri201, Agricultural Markets, went well in the Spring of 2018 and the Spring of 2019. In S18 a third of the class had difficulty participating in the course, but their grades reflected that lack of performance. For the other 2/3 of the S18 class it was an excellent experience. In S19, we had a small class, but it also went well for all the students.
- Agri301, Agricultural Economics, has only been taught one time in the first 3 years (F17). It will be taught again in the Fall 2019. This course follows Patrick Westhoff's, Economics of Food book. It pushes students to question their definitions of food, farming and agribusiness. In F2017 the class went well.
- Agri401, Issues, Leadership, and Personal Development in Agribusiness was only taught 1 time also (S18). This course was redesigned as it was taught to be 50 percent input from outside agribusiness managers each week and 50 percent capital budgeting exercise (robotic dairies).
- Agri405, agribusiness practicum, was offered last summer (2018) and has 4 students currently enrolled this summer in (2019).

During this school year, 2018-2019, articulation agreements with Kaskaskia Community College and other IL community colleges was a focus of the GU agribusiness program. The 2-year community colleges in IL have excellent vocational agriculture facilities and programs. GU does not have those vocational agriculture assets. GU does however have excellent business and entrepreneurial expertise. Bringing

agriculture students from community colleges into solid business program, like GU's, is a strength of the GU agribusiness program. By the end of the Spring 2019 semester, GU and Kaskaskia had reevaluated and signed new articulation agreements to strengthen our relationships with each other.

Also notable this school year is the evolution of the GU agribusiness accreditation with HLC. While navigating our 'on notice' status the first 2 years of the agribusiness program, it was not clear how the new GU agribusiness program fit into our program accreditation. Most internal inquiries were soft pedaled and redirected. Once GU was removed from notice, questions about agribusiness accreditation were more boldly pursued. The speed of the agribusiness program evolution yielded fewer records than normal. The managers who built the program had difficulty recalling exactly what had transpired. The good news is that after 12 months of meetings and emails, the decision by HLC was that GU was in good standing with the agribusiness program accreditation.

2018-2019 has been a year of growing pains for GU agribusiness program. The result, however, is we are more solidly positioned for growth in the future.

Sharing and Discussion of Assessment Findings

Assessment findings are discussed with other program directors casually throughout the year and more formally at the end of the fall and spring semesters. In the business school, accounting, business management and marketing are more traditional. Agribusiness and Music business are more developmental. By comparing the agribusiness program with experience and findings of other program assessments, the agribusiness program is able to evolve in meaningful ways.

Use of Assessment Findings for Program Improvement (Action Plan)

The agribusiness program has been active for 3 school years. GU had one agribusiness graduate in 2018 and one agribusiness graduate in 2019. At the end of the 2018-2019 school year, there were about 10 students registered in the agribusiness program. The program has been building every year.

Because this program has not been in existence for very long the programs are being adjusted every time they are taught. Agri101 has been taught each fall (3 times). Agri201 has been taught (2 times) and Agri301 and Agri401 have each been taught 1 time). There is a need within our agribusiness classes to have a semester theme of aspects of production agriculture (farming). This is working fairly well, but these mini courses fit better with some subjects than with others. The most efficient rhythm of farming mini topics is still being determined.

For the most part, the course plans set out before any of them were taught are working pretty well. The biggest change will be in the agribusiness capstone course, Agri401. This was designed to be a professional relationship and communication course modeled after BUSN360, business and professional leadership. This course is morphing into a professional relationship and capital analytics course. This course will focus on weekly guidance from agribusiness practitioners and capital finance and budgeting aspects of business.

The agribusiness program is undergoing a informal, comprehensive review of where it has evolved over the last 3 years. How does it compare with other agribusiness programs, what more can be done to in marketing, admissions, research, etc? One of the first results of this process is a realignment of our program objectives. The emerging objectives will be:

1. Students will speak the industry language of agriculture as it relates to food, feed, fiber, food production; recreation; and remediation; as it relates to local and global economies.
2. Students will analyze agricultural trends and integrate them into effective, profitable management decisions
3. Students will efficiently communicate plans, issues, and progress to any stakeholder through a broad array of written, spoken, and digital technologies.
4. Students will connect economic rural wealth creation (profit) to loving our neighbor.

Full Year Reflection - FALL/INTERTERM/SPRING TERMS

The agribusiness program moved forward in the fall (Agri101) and in the spring (Agri201). This was likely the weakest year in our evolution. We had only 3 students in the spring class, but as the program grows each year, the success of each class and the program will also grow. The plan for the fall (2019) is to add a second class (Agri101) to the 2-year/4-semester rotation of only offering one class each semester. So in the fall Agri101 and Agri301 will be offered.

Supporting Documents

One programmatic innovation that does not fit the program curriculum is Greenville University has begun developing articulation agreements with community colleges in agribusiness. This is a relatively undeveloped market for agribusiness, but one that makes great sense for our 4-year program to connect to the great agricultural 2-year programs in the community colleges.