

End of Year Assessment Report for Programs

Program: Agribusiness

Semester/year: S20

Contact Person: Mark Jenner

Submission date: June 3, 2020

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

[2019-2020 school year]. 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.

[2020-2021 school year]. At the close of their degree students should be able to:

1. 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. Analyze agricultural trends and integrate them into effective, profitable management decisions
3. Efficiently communicate plans, issues, and progress to any stakeholder through a broad array of written, spoken, and digital technologies.
4. Connect economic rural wealth creation (profit) to loving our neighbor.

Assessment Methods and Benchmarks

Program Objective	Introducing	Developing	Mastering
PO1. Manage	Agri101 C04 Market Analysis	Agri201 C02 Ch 4 Industry Project	Agri301 C02. Midterm Exam
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 90% completion	Evidence: 100% completion	Evidence: 100% completion
PO2. Synthesize vision	Agri101 C02 Final Exam (#3)	Agri201 C01 Ch 1-3 Hmwk	Agri401 C03 Prelim. Feasibility
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 90% completion	Evidence: 100% completion	Evidence: 75.0% completion
PO3. Analyze Trends	Agri101 C03 Hmwk Ch 6-7	Agri201 Market Simulation	Agri301 C01 Final Exam
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 90% completion	Evidence: 95% completion	Evidence: 87.5% completion
PO4. Evaluate strengths and weaknesses	Agri101 C01 Exam 2	Agr301 C03 3rd Written Paper	Agri401 C04 Final feasibility study- COVID casualty
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 100% completion	Evidence: 75% completion	Evidence: N/A
PO 5. Communicate	Agri101 C05 Farm/Busn. Plan	Agri201 C05 Final Market Analysis	Agri301 C04. 4th Written Paper
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 90% completion	Evidence: 100% completion	Evidence: 87.5% completion

Analysis of Assessment Findings

The GU agribusiness program is growing up. Components of the program that grew from a list of 4 classes in 2016, have become manifest in the curriculum in 2020. May 2020 represents the completion of the fourth year.

Year 4, 2019-2020. Records reported in December 2019, there were 18 students declared in the agribusiness program.

- Five students graduated by May (Kaitlyn Smith, December; Austin Rexroad, Sam Hodges, Cordell Beckman, and Scott Woker)
- Program objectives were modified from 5 objectives to 4 objectives in October.
- GU agribusiness became IACBE-certified.
- Business writing and analytical skills were strengthened in the agribusiness curriculum this year (AGRI101, AGRI301, AGRI401). AGRI101 was taught before its 4-semester rotation to keep incoming students engaged (this class had 10 students).

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 (Derrick Dunn).

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 (Samantha Cooley).

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.

Agri101, Introduction to Agribusiness, has been taught each school year in the fall semester. This course has been evolving in positive ways each semester. As the responsibilities of dean, moved to the background, it became apparent that my largest class of agribusiness graduates would be finished in May, and there was so much yet untaught. So, each of the three agribusiness classes got more...

- Worked more intentionally to define 'agribusiness.' The textbook sort of assumes agribusiness is understood, and when it is defined, I find the text definition too narrow. This semester, many more visual aids were brought into the class beginning with a 36 lb sack of Milorganite. A galvanized bushel basket was used to introduce the visual of a bushel of grain.
- The market analyses were conducted with a set number of 10 analyses set at the start of the semester. For the most part, it worked pretty well. There was no interaction between students using individual dropboxes, but the students got a broader scope of agribusiness through the process
- A Commodity Challenge game was set up for both Agri101 and Agri301 classes to play. Even though it wasn't Agri201, Agricultural Markets, it seemed like a good idea to expose the students to the Chicago Mercantile Exchange *before* they took the agricultural markets class. *This didn't work as well as the theory seemed to indicate it would. It may fit well down the road, but it was not organized well enough for the students to learn as much as they could have.*
- One of the principal components of the class is writing a farm plan. That also did not work as well as it was intended. The students responded to the assignments pretty well, but the assignments were not orchestrated as well as they needed to be orchestrated for it to be successful.

After trying to teach more material than I could in AGRI401, not having the best instructional material for the content, going online with COVID-19 halfway through the semester, and trying to lead students to write a feasibility study; It became apparent that a focused instruction guide on writing a AGRI101 business plan would be helpful. I hope to write this farm business guide over the summer.

- I was more intentional on agribusiness analytics and agricultural marketing metrics (bushels, hundred weights, metric tons, etc). A significantly complex example was made using about 20 agricultural feedstuffs and their prices. Two great points made were:
 1. The relationships involved in calculating a price index. This was tied back to 'share of food prices.'
 2. Plus, the advantages of working in a spreadsheet framework were illustrated.

Spreadsheet of agricultural products

Product	Primary Market	Price	Unit- value	Unit- label	\$/oz	\$/lb	\$/bushel	\$/ton	Index	Index
Corn, grain	Feed	\$3.40	56.0	lbs	\$0.004	\$0.06	\$3.40	\$121.43	1.00	0.15
Soybeans, grain	Feed	\$8.26	60.0	lbs	\$0.009	\$0.14	\$8.26	\$275.33	2.27	0.34
Wheat, grain	Feed	\$4.63	60.0	lbs	\$0.005	\$0.08	\$4.63	\$154.33	1.27	0.19
Milorganite	Fertilizer (home)	\$12.00	36.0	lbs	\$0.021	\$0.33	---	\$666.67	5.49	0.83
Wood pellets	Fuel (home)	\$8.00	20.0	lbs	\$0.025	\$0.40	---	\$800.00	6.59	1.00
Hamburger	Food (home)	\$4.89	1.0	lbs	\$0.306	\$4.89	---	\$9,780.00	80.54	12.23
Bag-O-Spam	Food (home)	\$1.13	2.5	oz	\$0.452	\$7.23	---	\$14,464.00	119.12	18.08
Can-O-Spam	Food (home)	\$1.98	7.0	oz	\$0.283	\$4.53	---	\$9,051.43	74.54	11.31
Ice Cream	Food (home)	\$6.00	128.0	oz	\$0.047	\$0.75	---	\$1,500.00	12.35	1.88
Crispy rice	Food (home)	\$2.00	12.0	oz	\$0.167	\$2.67	---	\$5,333.33	43.92	6.67
Fritos	Food (home)	\$2.50	9.3	oz	\$0.270	\$4.32	---	\$8,648.65	71.22	10.81
Beef Jerky	Food (home)	\$4	2.5	oz	\$1.600	\$25.60	---	\$51,200.00	421.65	64.00
Wheat flour	Food (home)	\$2.00	5.0	lbs	\$0.025	\$0.40	---	\$800.00	6.59	1.00
Boneless Chicken	Food (home)	\$3.00	1.0	lbs	\$0.188	\$3.00	---	\$6,000.00	49.41	7.50
New York Strip Steak	Food (home)	\$13.00	1.0	lbs	\$0.813	\$13.00	---	\$26,000.00	214.12	32.50
Whole Chicken	Food (home)	\$2.00	1	lbs	\$0.125	\$2.00	---	\$4,000.00	32.94	5.00
Almond Flour	Food (home)	\$32.00	40	oz	\$0.800	\$12.80	---	\$25,600.00	210.82	32.00
Sharp Cheddar Cheese	Food (home)	\$8.00	1	lbs	\$0.500	\$8.00	---	\$16,000.00	131.76	20.00
Roasted Almonds	Food (home)	\$2.50	8	oz	\$0.313	\$5.00	---	\$10,000.00	82.35	12.50
Turkey Lunch Meat	Food (home)	\$9.50	1	lbs	\$0.594	\$9.50	---	\$19,000.00	156.47	23.75

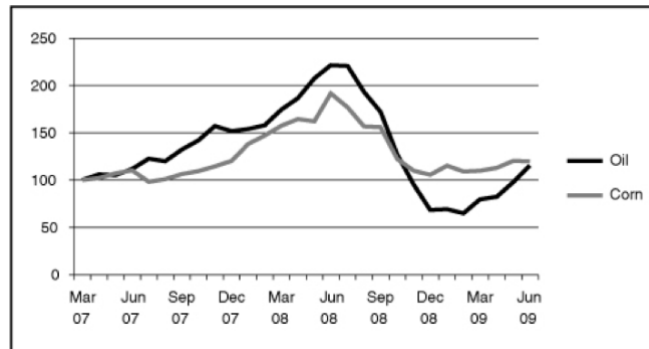
<ol style="list-style-type: none"> Copy correct lines for lbs. or for oz. Use functions for average, count, max, and min, for All prices in \$/ton. Use functions for average, count, max, and min, for Food prices only in \$/ton. Calculate an index using the price of corn (\$/ton) as base. Calculate an index using wheat flour price (\$/ton) as base. 	Average, All	\$10,469.76
	Count, All	20
	Max, All	\$51,200.00
	Min, All	\$121.43
	Average, Food	\$13,825.16
Count, Food	15	
Max, Food	\$51,200.00	
Min, Food	\$800.00	

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. (Not taught this school year)

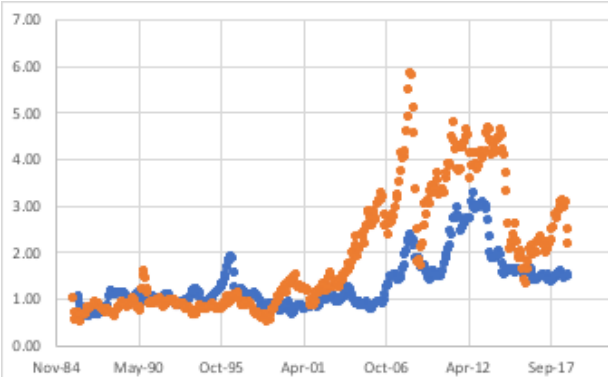
Agri301, Agricultural Economics, was taught for the second time in the Fall 2019. This course follows Patrick Westhoff's, *Economics of Food* book. It pushes students to question their definitions of food, farming and agribusiness. Agri 301 is set up to follow the complexities of global food production and delivery: past, present and future. Students have homework assignments, 1,000-word papers and exams. Two things were added this semester:

- Excel was explored in detail. One main project was having the students replicate a chart of prices from our book on the economics of food. The chart in the book compared the prices of corn with the prices of crude oil. Both prices were indexed. So the students with to the Dept of Energy site and got crude oil price data, corn price data from USDA, and created price indices and graphed them.

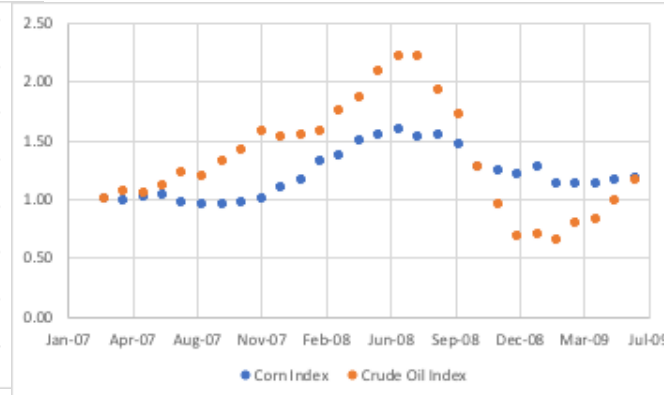
From our textbook, *The Economics of Food*, 2010.



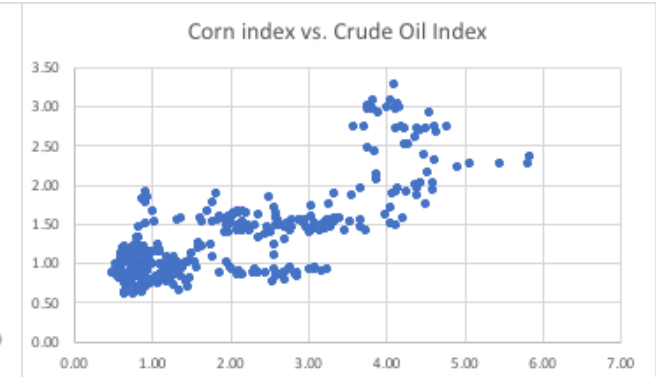
Plot of all data points (Jan 1986 to Dec 2018),



Replication of chart in textbook,



Corn index by crude oil index



The data required a lot of manipulation and the process was broken up into several exercises. But I felt like it was important for the students to gain some Excel skills and see that published charts and graphs are really at their fingertips.

There were two other spreadsheet exercises: The world fact book exercises and the land fill gas exercises. The World factbook data was the second new activity. The landfill gas exercises were used the last time this class, AGRI301 was taught.

- The CIA world factbook data was used to compare demographics, economic and infrastructure data in 16 countries.
- The EPA landfill gas dataset was used to do some simple Excel transformations and understand a balance between waste and resources.

Four, 1,000 word papers were written. These documents can be valuable in shaping a new culture. They also served to provide a comprehensive understanding of each topic covered. It is difficult to write persuasively about a topic that is poorly understood. Much like the awareness gained about the writing guide for the business plan (AGRI101) and the feasibility study (AGRI401), the existing writing guide for the 1,000 word paper needs to be expanded and taught better for the students to understand more completely. It also needs a grading rubric.

Agri401, Issues, Leadership, and Personal Development in Agribusiness was taught for the second time Spring 2020.

COVID-19 Face to Face, 2-week Spring Break, 6 weeks online, Semester

In January 2020 the intent was for this course to be 35 percent input from outside agribusiness managers each week, 35 percent capital budgeting exercise (group feasibility study), and 30 percent Excel exercises. The brief evolution of this course is as follows:

- The starting place was BUSN360: Business and Professional Leadership. The original plan for AGRI401 was to be a modified agribusiness version of BUSN360. The first week of the Spring 2018 semester, it became painfully apparent that this would not work for agribusiness.
 1. BUSN360 meets once a week for 3 hours, has a budget and can pull off the formal business environment in the evening better than 2 mornings per week.
 2. Parts of BUSN360 were retained, including invited successful practitioners and written student speaker evaluations
 3. A feasibility study was added which worked very well in 2018 with 3 students in the class. This was selected because it requires applied, critical analytical skills, teamwork (in a group), and communication skills. It seemed to be an ideal agribusiness capstone.
 4. The first semester was a bit more freeform than it should have been, but it was a great use of the semester to build a relevant Agribusiness class.
- During the Fall 2019 AGRI301 class, it became apparent that the 2020 agribusiness class was going to leave GU agribusiness without learning any agricultural analytics. AGRI301 became ground zero for teaching spreadsheet and ag data management skills. Some things worked, but it required a different approach in AGRI401 to be successful.
 1. The invited speakers were kept in place with speakers from across the agriculture value chain.
 2. A novel plan was made to lead the AGRI401 students through an intensive sub-theme of applied business analytics in MS Excel.
 3. This intensive Excel plan was modified 2 weeks into the semester. And further modified after the Spring 2020 classes went online.
 4. The feasibility study did not work like in 2018. In preparation for IACBE accreditation, a feasibility study rubric and component dropboxes were developed. The first group project was due the week before spring break. At that time, it became

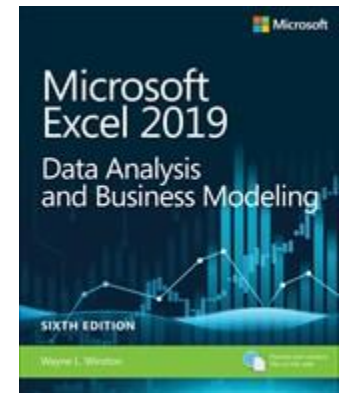
clear that after spending at least one class period on the feasibility study exercise objectives and structure, the 8 students were bewildered about what the project was to be about as they left for spring break.

5. After spring break, group projects became extremely difficult to add on.

- Then COVID-19 happened.

The semester began by asking students to do recreate the spreadsheets identified in the book, ***Microsoft Excel: Data Analysis and Business Modelling***. That did not go over well.

The next revision of the Excel-teaching plan included using the skills intended to capture the skills outlined in the book, with real-time ag data from USDA. This worked well, but it was not completed prior to the start of the semester. And the online component of the last half the semester made teaching software techniques more difficult.



We were able to be led by 5 invited speakers before spring break:

1. Roger Sanders, retrospective look at multiple, successful agribusiness careers and lessons learned.
2. Frank Doll, local farm leader (dairy farmer, entrepreneur) and also chairman of the Prairie Farms board of directors.
3. Brian Ward, owner, Joe's Pizza in Greenville (retail food).
4. Katie Cayo, director, Bond County Farm Bureau (with collaboration from me and my state and national Farm Bureau experience).
5. Luke Rincker, category (ingredient) buyer, IFPC, in St. Louis. IFPC focuses on providing sweeteners for food manufacturers.
6. Harley Rensing, manager, CommoditAg, a regional electronic market provider for farm input supplies. Harley came into the classroom after spring break via ZOOM.

COVID essentially gutted our AGRI401 curriculum. The evolution of the IACBE-motivated feasibility study rubric was so exciting to me as the course designer. It gave me tangible objectives and measurables.

Unfortunately, there was a significant disconnect between the clarity I held as the course designer and what the students understood they were to do for the project. I had invested a significant amount of class time to what I wanted them to do on the project. But it became clear at the time the first deliverable was due that the students understood almost nothing about the objectives of the project. This is due in part to:

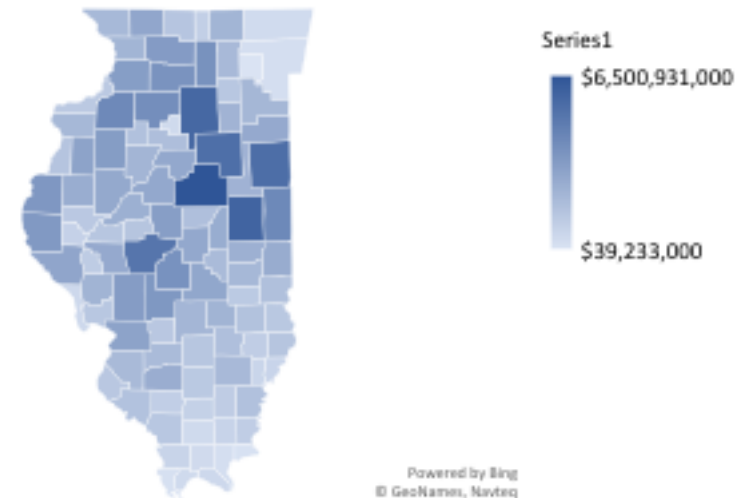
- Poor preparation of my second cohort for this capital budgeting project.
- Less than adequate understanding of how to execute the vision for this AGRI401 class prior to the start of this semester. The result is that the course began without adequate preparation of the material for the students. Some of this is due to planning activities that did not work in the class.
- As the instructor, I was over committed in my time teaching the business case study class that I was not ready to teach. But there were very limited options for the case study class other than canceling it.

- Moving online after spring break meant the group project was compromised and it took more time to teach spreadsheet applications online.

Several positive things did occur during AGRI401.

- After several semesters of trial, and mostly error, in exploring how to teach business applications in Excel, I found a rhythm that worked on the applications in which I tried it. The recipe included:
 1. Identification of appropriate applications in the *MS Excel: Data Analysis and Business Modeling* book we were using.
 2. Development of agricultural data from the USDA Census of Agriculture or survey data for specific spreadsheet tools.
 3. Preparation of PPT slides on the steps and key things for which to watch.
 4. Demonstrating the Excel application in a video (first half a narrated PPT, and the second half, the demonstration in Excel).
- Things students learned in AGRI401 were only part of what was intended. The first half was to be tools to manage asset data. But the struggles with developing Excel teaching technique and the shortened curriculum, only prepared the students with some tools. These included:
 1. Range names and an introduction to transposing data – single column of data values to a table (100 years of yield data components with validation of yield calculations that matched the tabled values).
 2. There were 4 techniques and 3 exercises the students did in in transposing different IL county level data from the USDA Census of Agriculture: VLOOKUP function (traditional), INDEX and MATCH functions (most powerful), and Pivot Tables (most convenient and likely used by future employer). The datasets were intended to build toward a functional set of financial and production data to illustrate techniques in managing capital assets. We did not get to the finish line in 2020.
 3. In addition, other techniques were using ‘Tables’ in Excel and making maps in Excel.
 4. The last big Excel achievement that did not get communicated to the students in the S20 semester is the interactive suite of farm budgets that wove together operating, capital and cash flow budgets. A simpler version was developed for AGRI101 from an Iowa State Extension Guide sheet. The Capital budgeting spreadsheets for AGRI401 were shaped around 1) a cow-leasing spreadsheet I developed at University of Missouri, Extension, and 2) the purchase and operation of a 75-cow grazing dairy in Missouri.

Asset Value of Land and Machinery by County



- Evolution of the S20 feasibility study

1. First iteration looked like the rubric presented earlier. Each element of the feasibility study had points attached to it and each element built upon the previous assignment. By the end of the semester, it was finished. The class was divided into 2 groups of 4 each. The delivery of the initial assignment was late, which is when it was revealed in a subsequent class that the students didn't really understand the nature of the assignment.
2. Immediately after spring break, the feasibility was modified to describe the principle elements of the feasibility study as a before/after COVID analysis. The financials were moved to an Excel exercise.
3. By the end of the semester the feasibility study had been reduce to a 500-word paper on the impacts of COVID on an agribusiness of the students' choice. The feasibility – financial Excel exercise became 2 videos on how to build/measure/analyze capital budgeting in a spreadsheet.

Agri405, agribusiness practicum has been established by professor Jane Bell. The primary innovation in AGRI405 is that I am learning how to administer this practicum.

Sharing and Discussion of Assessment Findings

This 2019-2020 school year, GU agribusiness students were pushed more than they have been. The response by the students was curious. Writing papers and working spreadsheets was not high on their list when they first heard about them. By the end of each semester, my sense was that they felt like they had some marketable skills.

From the instructional standpoint, my sense is that I learned a lot about what can work in a classroom as well as what does not work so well. Often times when something did not work well, it was due to poor communication to the students about what the objective or process was. It was difficult to reach the engaged students that already had some writing and spreadsheet skills and feed them, as well as reach the students with little or no writing and/or spreadsheet skills.

IACBE rubric

One of the best modifications made to AGRI401-S20, was the development of a rubric for the feasibility study. Rubrics are required for key assessment tools under the Briner School of Business accreditation (through IACBE). So to meet those requirements, a rubric was developed.

AGRI401 Feasibility Study Rubric: Each of the elements (column on left) of the attached rubric represent components of the feasibility study.

	Exemplary	Acceptable	Needs Improvement
Business	Describes in detail a profitable capital	Describes a profitable capital expansion that	Identifies a topic that is far too general

Description	expansion that thoroughly addresses commonly accepted business planning aspects (i.e. mission statement, business overview, ownership structure, etc...)	appropriately addresses commonly accepted business planning aspects (i.e. mission statement, business overview, ownership structure, etc...)	and wide-ranging as to be manageable and doable or relevant aspects of the topic.
Existing Knowledge, Research, and/or Views	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing various points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches or sources represent limited points of view/approaches.
Operation Process	All elements of the proposed expansion are skillfully developed. Thoroughly communicates to the stakeholder that the technology and inputs described will produce the desired outcomes.	Most elements of the proposed expansion are developed. Adequately communicates to the stakeholder that the technology and inputs described will produce the desired outcomes.	Communication shows lack of understanding about how the expansion will produce desired outcomes and/or communication to the stakeholder lacks key details about the technology and inputs necessary to produce outcomes.
Marketing Process	All elements of the proposed marketing plan are optimized and complete. Thoroughly communicates to the stakeholder that as a result of the marketing plan, proposed products and services will add the highest value to the expansion.	Most elements of the proposed marketing plan are optimized and complete. Adequately communicates to the stakeholder that as a result of the marketing plan, proposed products and services will add value to the expansion.	Communication shows lack of understanding about the role of marketing related to the expansion and/or communication to the stakeholder lacks details about the role of marketing in the expansion
Financial Process	All elements of the proposed financial plan for the expansion are skillfully developed. Thoroughly communicates to the stakeholder that the capital investment will provide sufficient information to make a profitable decision about whether or not to invest.	Most elements of the proposed financial plan for the expansion are developed. Generally communicates to the stakeholder that the capital investment will provide some information which may help make a profitable decision about whether or not to invest.	Communication shows lack of understanding about the financial process and/or provides inadequate information to help make a profitable decision about whether or not to invest
Teamwork	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any <u>two</u> of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any <u>one</u> of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Provides assistance and/or encouragement to team members.

Use of Assessment Findings for Program Improvement (Action Plan)

I would argue that while as director of agribusiness, creation of assessment reporting documents have been few and far between, assessment of the agribusiness program has been taken very seriously. Before I even understood accreditation, I asked the leadership inviting me to build a GU agribusiness program how the program I built would we taken seriously. I was told it is through an outside accreditor like HLC. Months after I arrived parts of GU were placed on notice, including the MBA program of the Briner School of Business.

I was cultivated by GU and Erik Watterson to be a leader in assessment. Other distractions like becoming the dean and expanding my family through marriage, have not allowed this to work out, but it has not dampened my interest in building a highly credible and competitive agribusiness program within the Briner School of Business.

During the 2018-2019 school year the question was repeatedly asked, is GU agribusiness accredited with HLC? Two years after we were put on notice, GU was removed from notice under HLC. But agribusiness was not discussed with HLC while getting off notice. Then the 2018-2019 school year, it was not possible internally to build a chain of records that assured that agribusiness was accredited with HLC. March of 2019, SALT determined we were not, and needed to file a change-order request. Dave Holden was guiding me through that process. In May 2019, we received late word from HLC that in fact, we were accredited under HLC.

Although the first two years of the IACBE accreditation process were not clearly understood, over the winter (2019-2020), GU built a robust accreditation methodology, including agribusiness. In the spring 2020, IACBE affirmed our business accreditation. As the GU/HLC assessment methodology grows stronger, our business programs and agribusiness are gaining our assessment footing in a similar, but different, complementary way through IACBE.

More specifically, agribusiness is building rubrics and identifying interdependencies of the learning objectives for agribusiness across other business and non-business academic programs. There is a definite maturation process in play.

Now that the 4 AGRI courses (101, 201, 301, and 401) are functioning on agricultural relevancies, other business and science courses will be further integrated with the agribusiness program objectives.

The review mentioned in last year's end of year report did not go very deep. So the plan for review of other institutional agribusiness programs will take more completely be conducted over the summer 2020. The agribusiness program is undergoing an informal, comprehensive review of where it has evolved over the last 4 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 2019-2020 school year, brought a sense of maturation to the GU agribusiness program. After 4 years, the length of a 4-year program, the GU agribusiness program:

- Has had 7 GU agribusiness graduates
- Is at the front of the queue in working with Wiley to move the curriculum online after 4 years of discussion planning
- Is connected to the commercial agribusiness community through membership in the St. Louis Agribusiness Club
- Is connected through the IL agricultural education network, <https://www.ilaged.org/>. This includes an associate membership in the IL Association of Community College Agricultural Instructors (IACCAI).
- Is growing connections through the county, state, and national Farm Bureau network, including USDA's Ag in the Classroom program.
- Has articulation agreements with several community colleges that integrate their 2-year degrees into progress through the GU 4-year degree.
- Began at the same time the University, Experience First program was rolled out (Fall 2016). For the last 4-years, there have been strong synergies between Experience First partner companies and the agribusiness industries. Each semester at least one company, but often more, were agribusiness companies.
- Offers new opportunities to connect agribusiness industries to GreenvilleSMART. One such opportunity was the planning of a significant agricultural education/rural community event set for Earth Day 2020 (April 22). As planning was being completed, COVID-19 happened and has limited such community events. But it holds a restaurant (retail food), a demonstration kitchen, and already at least one agricultural input supply firm.

The GU agribusiness secret weapon is Andy Rinker. Andy has opened up many doors and strengthened connections for the last 2 school years. Students entering the program in Fall 2019 were open that it was a personal visit from our GU representative that brought them to the GU agribusiness program. Andy is responsible for a significant number of our agribusiness students being in our GU agribusiness program.

From a curricular standpoint, the GU agribusiness program is competitively 'in the game' with other BS in agribusiness degrees housed in Colleges of Agriculture. Now that we are established, we are in excellent position to refine our curricular and co-curricular agribusiness offering and become a leader in agribusiness higher education.

Supporting Documents

The most significant supporting document in the 2019-2020 school year is the IACBE Assessment protocols for agribusiness. These are attached. The first 2 pages refer to the entire Briner Business School. The balance of rest of the document are dedicated to the agribusiness-specific program assessment tools.

IACBE Program for Agribusiness
PRINCIPLE 1.1: Outcomes Assessment

OUTCOMES ASSESSMENT PLAN
Greenville University
Briner School of
Business

Section I: Mission and Broad-Based Goals

Mission Statement

Mission of the Briner School of Business.
The Briner School of Business develops world-changing students who confidently carry their faith, skills and knowledge into the marketplace.

Broad-Based Goals

Broad-Based Student Learning Goals:
1. Critical self-awareness: Recognize and develop personal strengths, subjecting individual ideas and expression to critical analysis and revision.
2. Knowledge and skill: Employ truth-seeking measures through the use of critical inquiry, including appropriate and relevant research.
3. Collaboration and cooperation across disciplines: Collaborate and cooperate effectively with others, based on open dialogue and mutual respect.
4. Communication: Communicate effectively, using written, oral and creatively artistic methods.
5. Cultural and aesthetic values: Recognize the value of diverse cultures and their contributions.
6. Character and application of Christian virtues: Articulate the integrating of Christian faith with living and learning.

Broad-Based Operational Goals:
1. The Briner School of Business will hire highly qualified faculty who possess the knowledge, skills and attitudes of an effective business educator.
2. The Briner School of Business will offer high impact practices, through significant hands-on experiential learning, to successfully prepare students for professional work.
3. The Briner School of Business will support a learning environment that fosters student success.
4. The Briner School of Business will cultivate a learning environment that serves the University mission to develop students for lives of character and service.

Key Learning Outcomes by Degree Level

		Bachelor	Master
1	Critical Thinking	Demonstrate an ability to obtain and process information in order to make decisions and solve problems.	Integrate theory and practice in the process of complex problem solving.
2	Teamwork	Contribute to the development of a high performing team and collaborative environment.	Contribute effectively to the achievement of organizational goals in a team environment.
3	Communication	Deliver effective and professional communications using a variety of delivery venues.	Demonstrate highly developed communication and collaboration skills needed by effective business professionals.
4	Business Core	Apply major concepts within the traditional areas of business.	Demonstrate knowledge of business concepts and functions in an integrated manner.
5	Analytical Tools	Apply decision-support tools to business decision making.	Analyze complex data with multiple implications for business decision-making
6	Leadership	Apply strategic planning skills to effect a change initiative in a business scenario.	Analyze leadership and strategic management skills for a significant change initiative.
7	Environment	Apply legal, ethical, and economic standards of business within a global environment.	Evaluate the legal, social, economic, and global environments of business
8	Scholarship	Utilize research skills in business problem solving	Integrate research and theory in complex business problem solving.

Student Learning Assessment for Agribusiness

Program Intended Student Learning Outcomes (Program ISLOs)

Students will:

Program Learning Outcome 1

Effectively communicate in appropriate language of the industry as it relates to local and global economies.

Broad-Based Student Learning Goals Associated with this Outcome:

No. 1, 4, 5

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked:

No. 1, 7, 8

Program Learning Outcome 2

Make profitable management decisions by analyzing current agricultural trends.

Broad-Based Student Learning Goals Associated with this Outcome:

No. 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked:

No. 1, 2, 4, 5, 8

Program Learning Outcome 3

Effectively communicate project plans and projected issues to all stakeholders.

Broad-Based Student Learning Goals Associated with this Outcome:

No. 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked:

No. 3, 5

Program Learning Outcome 4

Articulate how Christian principles relate to rural wealth creation and loving our neighbor.

Broad-Based Student Learning Goals Associated with this Outcome:

No. 1, 6

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked:

No. 1, 4

Program Learning Outcome 5

Support a constructive and positive team climate by engaging all members respectfully in a diverse setting.

Broad-Based Student Learning Goals Associated with this Outcome:

No. 3

Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked:

No. 2, 6

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<i>ISLO 1: AGRI 301 Agricultural Economics -- Position Paper: What makes a farm?</i>	On the rating scale in the evaluation rubric (with “Exemplary” being the highest rating), at least 70% of all graduating BSB students will achieve a performance rating of “Acceptable” or higher on each of the evaluation criteria associated with each of the program ISLOs being measured.
<i>ISLO 2: AGRI 401 Leadership and Professional Development -- Feasibility Study</i>	On the rating scale in the evaluation rubric (with “Exemplary” being the highest rating), at least 70% of all graduating BSB students will achieve a performance rating of “Acceptable” or higher on each of the evaluation criteria associated with each of the program ISLOs being measured.
<i>ISLO 3 & 5: ENTR 410 Entrepreneurship Capstone -- Start-up Business</i>	On the rating scale in the evaluation rubric (with “Exemplary” being the highest rating), at least 70% of all graduating BSB students will achieve a performance rating of “Acceptable” or higher on each of the evaluation criteria associated with each of the program ISLOs being measured.
<i>ISLO 4: AGRI 301 Agricultural Economics -- Position Paper: Can We Feed the World?</i>	On the rating scale in the evaluation rubric (with “Exemplary” being the highest rating), at least 70% of all graduating BSB students will achieve a performance rating of “Acceptable” or higher on each of the evaluation criteria associated with each of the program ISLOs being measured.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<i>ISLOs 1 - 5: Program Graduate Survey</i>	On the exit survey instrument, at least 70% of students will indicate they were “successful” or higher in achieving each of the program ISLOs being measured.

APPENDIX A Bachelor's-Level Evaluation Assignments

A.1. ENTREPRENEURSHIP CAPSTONE DIRECT MEASURE

NOTE: Because ENTR 410 is used as an assessment measure in all Briner School of Business programs, it has been included separately.

ENTR 410: ENTREPRENEURSHIP CAPSTONE

Start-Up Business Assignment

Requirements

- Must employ a minimum of 3 people
- Must offer sale of food, consumer product or service
- Must be legal
- Company must include a physical storefront or created space.
- Storefront must be open 8 hours per day (on selling days)
- Don't be jerks (be ethical)
- It's not JUST about the money

Operational Steps

All groups will participate in a sequential process to ensure they will deliver a viable product. This operational process includes specific assignments related to their current phase of process. Each group must master each phase sequentially and cannot advance to the next level until all assignments are complete.

- Feasibility
 - Business Model Canvas
 - Market Research conducted
 - Feasibility study completed
- Product Research & Development
 - Develop Product
 - Beta Test
 - Focus Groups
- Business Pitch Week 1st Round
 - Marketing Plan Draft presented
 - *Must include a digital component in b2c marketing*
- Product Improvement
 - Business Pitch Week 2
 - Document and branding updates.
- Operational Plan
 - The operational plan ensures that every loose end has been tied.
 - All of the information must be compiled into 1 document and submitted for approval. These documents should be submitted no later than 1

business day prior to opening. Please allow 24 hours for final approval to be granted. Your operations plan must include the most up to date information and should be outlined in the below order”

- Company profile
 - Must include name of company and what service or product is delivered.
 - Mission statement
 - How will your company enhance Greenville University?
 - Company owner names, titles and percentage of ownership.
 - Final Name, logo and any taglines used.
 - List of assets owned by company (Cookie sheets, etc.)
 - List of assets borrowed or rented or acquired by company (Junk Car, etc.) and from where or by whom these were procured.
 - Estimated value of company.
 - Finalized copy of Business Model canvas
- Financing
 - Itemized list of expenditures to date.
 - Comprehensive breakdown of funding.
 - How much has been spent to date?
 - Who has paid for what?
 - May be reflected in percentages
 - Any investor information and amount given.
 - Deal structure for repayment to company owners and investors
 - Total projected cost for sales week.
 - Total projected income during sales week.
 - Risk Assessment
 - What kind of risk assessment did you perform?
 - Legal issues might prevent or stop your operation.
 - Plan for addressing risks and legal issues.
 - Contingency plan explanation and PR stance related to Risks and Legal issues – this can be completed in the form of an FAQ.
 - Logistics, Operations and Human Resource
 - Roles/Responsibilities of company owners during selling week
 - Names and title of additional staff members hired to assist during selling week.
 - Business location address
 - Hours of operation
 - Staffing schedule for week

- Selling Week Daily Documents
 - Companies are required to submit the following for every day of sales.
 - Daily Accounting Summary
 - How much is in your till prior to day of sales
 - Total revenue at end of day (this should not include till amount)
 - Daily Journals
 - Reflection and assessment of day. What did you learn?
 - Reflection of issues experienced and what adjustments were made
 - Assessment of company and staff performance
 - Documents for Final
 - Each group will submit a comprehensive packet of information for their final. This should be submitted to D2L prior to their Final time. 1 printed copy should be presented in person during the final. This packet should include:
 - all updated documents from feasibility through selling week.
 - A minimum 1-page reflection on experience from each individual group member.
 - Closing financial statement showing Gross and Net income.
-

A.2. AGRIBUSINESS PROGRAM – DIRECT & INDIRECT MEASUREMENTS

AGRI 301 – AGRICULTURAL ECONOMICS

Position Paper: What makes a farm?

What is a Farm? Is it a lifestyle? Is it a vital business link to the global food system (Peterson Brothers)? Is a farm a giant food corporation that is poisoning the innocent food consumers (Chipotle, Scarecrow)? There are lots of ways to slice and dice US production agriculture. Tell me, with evidence, how you define a US farm. Use the briefing paper format that we have been discussing in class. Write a 2-page position paper with three points at the top that you substantiate with a chart or a table.

AGRI 401 – LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Feasibility Study

While the farm business plan is an introduction to applied business analytics, the feasibility study is a mastery-level analysis of capital investment. It is a group project that requires you to understand steady state business activities and the positive and negative impacts of adding a selected capital investment to an existing business. You will select a farm project and collaborate as a team, using steady-state business modeling, capital investment benefit/cost modeling, and financial analytics.

AGRI 301 – AGRICULTURAL ECONOMICS

Position Paper: Can we Feed the World?

Develop a 2-page position paper with three points (bullets) at the top that you substantiate with a chart or a table (developed from data you have located).

We have talked about food production and consumption around the world, about biofuels and food, co products and food, diets around the world, changes in the impacts of new demands for crop and livestock, and technology.

I have spent 40 years on the frontier of feeding a growing global population. Some questions are easy. Others are much more complicated. Pick any topic below or come up with a related one on your own.

- Is the US engaged in excess consumption?
- Is the US simply the most efficient food producer in the world?
- How does US obesity fit into the average nutrient content of diets from wealthy and developing nations around the world?
- Food is too important to us agricultural commodities for fuel production
- Food waste is a significant challenge, or it is only media hype.
- Local production is more important than processed foods
- Local production is more important than access to fine, imported foods.
- Monsanto is bad.

- Monsanto is saving the world.

Pick a position and write a 2-page paper on some aspect of energy and the environment. It does not have to be a topic covered in the PowerPoint.

What do you think? Can we feed the world?

Each paragraph should accentuate one of your main points. References for these papers work best as footnotes.

If it fits your position, try to get the chart or the table of your choosing in the lower right-hand corner of the first page (or somewhere on the second page).

AGRIBUSINESS PROGRAM GRADUATE SURVEY

Indirect Program Assessment

Agribusiness Program Graduate Survey

Introduction and Purpose:

As part of our continuing efforts to improve the degree programs offered by the Briner School of Business at Greenville University, we are interested in your candid assessments regarding various aspects of the school's Bachelor of Science in Agribusiness program and learning environment. This exit survey is an important tool in our program of continuous improvement, and it provides valuable data and information that will be used to identify areas where changes and improvements are needed.

Survey Composition:

The survey is composed of the following four parts:

Part I: Evaluation of Your Learning in the Bachelor of Science in Agribusiness Program

Part II: Your Evaluation of the program and learning environment of the Briner School of Business Part

III: Other Comments

Part IV: Demographic Information

General Instructions:

1. Please give careful consideration to all of the survey items and provide thoughtful, candid, and accurate responses to each of the applicable items.
 2. Your identity will remain anonymous in any reports that are produced from this survey. Your responses will be combined with those of other graduates in your program of study to create summary reports that will be used by faculty and administrators to improve the Briner School of Business.
-

PART I: EVALUATION OF YOUR LEARNING IN THE BACHELOR OF SCIENCE IN AGRIBUSINESS

The Briner School of Business has identified several intended student learning outcomes that it expects students to have achieved upon completion of the Bachelor of Science in Agribusiness. For each of the following intended learning outcomes, mark the box in the rating scale that most closely corresponds to your assessment of the degree to which you believe that you have been successful in achieving that outcome.

1 = Very Unsuccessful	2 = Unsuccessful	3 = Successful	4 = Very Successful
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Intended Student Learning Outcomes	1	2	3	4
1. Effectively communicate in appropriate language of the industry as it relates to local and global economies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Make profitable management decisions by analyzing current agricultural trends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Effectively communicate project plans and projected issues to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Articulate how Christian principles relate to rural wealth creation and loving our neighbor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Support a constructive and positive team climate by engaging all members respectfully in a diverse setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART II: YOUR EVALUATION OF THE AGRIBUSINESS PROGRAM AND LEARNING ENVIRONMENT OF BRINER SCHOOL OF BUSINESS

This section contains a listing of various aspects of the Agribusiness degree program and learning environment in the Briner School of Business. For each item, mark the box in the rating scale that most closely corresponds to your evaluation of the quality of that aspect of the school's program/learning environment. If an item does not currently apply to you or you are unable to evaluate the item, mark the box in the rating scale labeled N/A.

N/A = Not Applicable or Unable to Evaluate	1 = Poor	2 = Fair	3 = Good	4 = Excellent
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Evaluation Items	N/A	1	2	3	4
1. Faculty teaching in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Creativity of your professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teaching methods of faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Availability of faculty during office hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Opportunities for experiential learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Curriculum in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Variety of Course Offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Class Sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N/A = Not Applicable or Unable to Evaluate 1 = Poor 2 = Fair 3 = Good 4 = Excellent

Evaluation Items	N/A	1	2	3	4
9. Advising in the Briner School of Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Classroom Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Learning and Technological Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Library Resources in the Area of Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Opportunities to Engage Faith with Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Overall Quality of the Briner School of Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART III: OTHER COMMENTS

We would also very much appreciate your comments pertaining to the following items:

With what aspect(s) of the Agribusiness program and the Briner School of Business were you the most satisfied?

Comments:

With what aspect(s) of the Agribusiness program and the Briner School of Business were you the least satisfied?

Comments:

If you could start over again, would you still choose to attend Briner School of Business at Greenville University?

Comments:

Do you have other comments and/or suggestions that you would like to share?

Comments:

PART IV: DEMOGRAPHIC INFORMATION

Gender: • Female • Male

Age: • Under 20 • 20 • 21 • 22

 • 23 • 24 • 25-30 • Over 30

Enrollment Status: • Full-Time • Part-Time

Residence: • On-Campus • Off-Campus

Other Majors: 1. _____
 2. _____
 3. _____
 4. _____

Appendix B Bachelor’s-Level Rubrics & Assessment

B.1. ENTR 410 – RUBRIC

ENTR 410 – ENTREPRENEURSHIP CAPSTONE

Start-up Business Rubric

ENTR 410 Capstone Grading Rubric				
Evaluation Dimensions	Performance Rating			
	Needs Improvement	Acceptable	Exemplary	
Capstone Component Areas – Grading Criteria				
Business Description	Plan is missing a business description, or description of the business is vague and inadequately developed; few if any details are provided regarding product/service offered and strategic elements; business model is not sufficiently described; does not clearly describe the benefits of the good/service offered and how it addresses consumer needs.	The business idea is clearly presented; strategic elements are satisfactorily outlined; with a few minor omissions, the business plan describes the reasons for starting the business, product or service offered, and the business model; the company’s value proposition is described, but is less than fully developed; business description is lacking some detail, but meets minimum standards	Presents the business idea thoroughly and effectively, including the overall strategic direction; fully outlines the reasons for launching the venture, and describes product/service offered, and business model; clearly and convincingly articulates the company’s distinctive value proposition	
Management Plan	A management plan is not provided, or is inadequate, imprecise, or incomplete in significant respects; description of important characteristics of members of the management team is vague and lacking detail; industry experts that will support the management team are not identified or not sufficiently described.	A management plan is outlined, but less than fully described; the plan outlines some important characteristics of members of the management team, but is missing a few minor elements; industry experts are identified and their contributions to the company are satisfactorily explained; there are a few minor omissions, but the management plan is adequately established.	Clearly outlines and describes the management plan for the new enterprise; details the roles and responsibilities of members of the management team; clearly identifies industry experts who could serve as consultants.	

Marketing Plan	Marketing plan is not provided, or is inadequate, imprecise, or incomplete in significant respects; description of important characteristics of the marketing strategy is vague and lacking detail; a sales management plan is not identified or not sufficiently described.	Marketing plan is outlined, but less than fully described; the plan summarizes the marketing strategy, but is missing a few elements; some specifics regarding pricing, promotion, advertising, distribution, media usage, public relations, and web/social media presence are provided, but some details are not described; the plan adequately addresses a sales management plan.	Clearly outlines and describes the marketing plan and an effective overall marketing strategy for the proposed new enterprise; provides details regarding pricing, promotion, advertising, distribution, media usage, public relations, and web/social media presence; fully describes sales management plan and composition of sales force.	
Operational Plan	Operational plan is not provided, or is inadequate, not fully developed, or incomplete in significant respects; description of important resource needs is vague and lacking detail; a logistics and supply chain plan is not provided or is not sufficiently described	Operational plan is outlined, but less than fully described; the plan summarizes human resource, facility, and technology needs, but is missing a few elements; a logistics and supply chain plan is satisfactorily outlined; a few details are not described, but plan meets expectations	Effectively outlines and develops an operational plan for the proposed new enterprise; the plan clearly identifies needs relating to human resources, facilities, and technology infrastructure; fully describes plan for logistics and supply chain management	
Financial Statement Preparation	Information presented in the business plan component areas is often inaccurate or incomplete; inaccurately and/or inappropriately applies procedures, formulas, or principles; ideas are presented in a vague or rudimentary manner	Adequately presents financial information with only minor inconsistencies, irrelevancies, or omissions; applies appropriate procedures, formulas, or principles with a few minor inaccuracies.	Accurately and appropriately analyzes and interprets relevant financial information; effectively applies appropriate procedures, formulas, and/or principles in developing and justifying multiple financial statements.	
Leadership Principles	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others, as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others, as well as noticing when someone is not participating and inviting them to engage. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.	

Teamwork Collaboration	<p>Supports a constructive team climate by doing any <u>one</u> of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Provides assistance and/or encouragement to team members. 	<p>Supports a constructive team climate by doing any <u>two</u> of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Provides assistance and/or encouragement to team members. 	<p>Supports a constructive team climate by doing <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Provides assistance and/or encouragement to team members. 	
Financial Plan	<p>Financial plan is not provided, or is inadequate, unrealistic, or incomplete in significant respects; analyses of and/or projections for key components of the financial plan are inaccurate, not developed, and/or lacking detail; a proposal for alternative financing sources is not provided or is not adequately described and/or substantiated</p>	<p>Plan outlines the principal financial elements, but analysis is limited or missing a few minor components; sales forecasts, income projections, pro-forma financial statements, a break-even analysis, and a capital budget are included, but are less than fully justified; the plan outlines possible sources of financing and is adequate in most respects</p>	<p>Presents an accurate, realistic, and achievable financial plan for the proposed new enterprise; the plan includes reasonable and fully supported sales forecasts and income projections, pro-forma financial statements, a break-even analysis, and a capital budget; the plan clearly identifies and effectively justifies possible sources of financing</p>	

ISLO Mapping for Capstone Project	
Evaluation Criteria	
ACCT ISLO1	Financial Plan
ACCT ISLO2	Financial Statement Preparation
ACCT ISLO5	Teamwork Collaboration
AGRI ISLO3	Management Plan
AGRI ISLO5	Teamwork Collaboration
BUSN ISLO1	Operational Plan
BUSN ISLO2	Leadership Principles
BUSN ISLO2	Teamwork Collaboration
BUSN ISLO3	Business Description
BUSN ISLO5	Teamwork Collaboration
MRKT ISLO1	Marketing Plan
MRKT ISLO5	Teamwork Collaboration

B.2. AGRIBUSINESS PROGRAM – RUBRICS
AGRI 301 – AGRICULTURAL ECONOMICS

Position Paper: What Makes A Farm? Rubric

	Exemplary	Acceptable	Needs Improvement
Content Development (BB 4, 5) (KLO 7)	Uses appropriate, relevant, and compelling content to illustrate mastery of the agriculture industry language as it relates to global and local economies.	Uses appropriate, relevant, and compelling content to demonstrate understanding of the agriculture industry language as it relates to global and local economies.	Communicates simple ideas of the agriculture industry.
Sources and Evidence (KLO 8)	Demonstrates skillful use of high-quality, credible, relevant sources to develop valid ideas that are appropriate for the agriculture industry.	Demonstrates consistent use of credible, relevant sources to present ideas that are generally appropriate within the agriculture industry.	Makes an attempt to use sources to support ideas.
Successfully Persuasive (BB 1) (KLO 1)	Uses intentional language that skillfully communicates meaning to readers and lures them into the content. Successfully persuades the reader to believe the position.	Uses adequate language to communicate meaning, which avoids confusion for the reader. Somewhat persuades the reader.	Uses language that sometimes impedes meaning because of errors in usage.

AGRI 401 – LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Feasibility Study

	Exemplary	Acceptable	Needs Improvement
Business Description (KLO 4)	Describes in detail a profitable capital expansion that thoroughly addresses commonly accepted business planning aspects (i.e. mission statement, business overview, ownership structure, etc...)	Describes a profitable capital expansion that appropriately addresses commonly accepted business planning aspects (i.e. mission statement, business overview, ownership structure, etc...)	Identifies a topic that is far too general and wide-ranging as to be manageable and doable or relevant aspects of the topic.
Existing Knowledge, Research, and/or Views (ISLO 2) (KLO 8)	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing various points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches or sources represent limited points of view/approaches.
Operation Process (KLO 5)	All elements of the proposed expansion are skillfully developed. Thoroughly communicates to the stakeholder that the technology and inputs described will produce the desired outcomes.	Most elements of the proposed expansion are developed. Adequately communicates to the stakeholder that the technology and inputs described will produce the desired outcomes.	Communication shows lack of understanding about how the expansion will produce desired outcomes and/or communication to the stakeholder lacks key details about the technology and inputs necessary to produce outcomes.
Marketing Process (KLO 1)	All elements of the proposed marketing plan are optimized and complete. Thoroughly communicates to the stakeholder that as a result of the marketing plan, proposed products and services will add the highest value to the expansion.	Most elements of the proposed marketing plan are optimized and complete. Adequately communicates to the stakeholder that as a result of the marketing plan, proposed products and services will add value to the expansion.	Communication shows lack of understanding about the role of marketing related to the expansion and/or communication to the stakeholder lacks details about the role of marketing in the expansion
Financial Process	All elements of the proposed financial plan for the expansion are skillfully developed. Thoroughly communicates to the stakeholder that the capital investment will provide sufficient information to make a profitable decision about whether or not to invest.	Most elements of the proposed financial plan for the expansion are developed. Generally communicates to the stakeholder that the capital investment will provide some information which may help make a profitable decision about whether or not to invest.	Communication shows lack of understanding about the financial process and/or provides inadequate information to help make a profitable decision about whether or not to invest

Teamwork (KLO 2)	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any <u>two</u> of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any <u>one</u> of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Provides assistance and/or encouragement to team members.
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AGRI 301 – AGRICULTURAL ECONOMICS

Position Paper: Can we Feed the World? Rubric

	Exemplary	Acceptable	Needs Improvement
Content Development (KLO 1, 4)	Uses appropriate, relevant, and compelling content to illustrate an in-depth understanding of food production as it relates to global and local economies.	Uses appropriate, relevant, content to demonstrate understanding of food production as it relates to global and local economies.	Communicates simple ideas about food production with minimal connection to global and local economies.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop valid ideas that are appropriate for the agriculture industry.	Demonstrates consistent use of credible, relevant sources to present ideas that are generally appropriate within the agriculture industry	Makes an attempt to use sources to support ideas.
Successfully Persuasive	Uses intentional language that skillfully communicates meaning to readers and lures them into the content. Successfully persuades the reader to believe the position.	Uses adequate language to communicate meaning, which avoids confusion for the reader. Somewhat persuades the reader.	Uses language that sometimes impedes meaning because of errors in usage.
Christian principles in rural wealth creation (BB 1, 6)	Passionately articulates the principle of creating local economic wealth as a form of empowering captives and loving one's neighbor through economic efficiencies that bring benefits to everyone.	Communicates creating local economic wealth as a form of loving one's neighbor through economic benefits.	Context of Christian love is described well, but does not connect directly to economic benefit.

AGRIBUSINESS PROGRAM GRADUATE SURVEY ASSESSMENT

The Briner School of Business at Greenville University offers a Bachelor of Science in Agribusiness program. The school has identified the following intended student learning outcomes (ISLOs) for the program:

Student will:

1. Effectively communicate in appropriate language of the industry as it relates to local and global economies.
2. Make profitable management decisions by analyzing current agricultural trends.
3. Effectively communicate project plans and projected issues to all stakeholders
4. Articulate how Christian principles related to rural wealth creation and loving our neighbor.
5. Support a constructive and positive team climate by engaging all members respectfully in a diverse setting.

In addition, in order to evaluate its operational effectiveness, the Briner School of Business has identified the following intended operational outcomes (IOOs):

1. The Briner School of Business will hire qualified faculty who possess the knowledge, skills, and attitudes of an effective business educator.
2. The Briner School of Business will offer high impact practices, through significant hands-on experiential learning, to successfully prepare students for professional work.
3. The Briner School of Business will support a learning environment that fosters student success.
4. The Briner School of Business will cultivate a learning environment that serves the University mission to develop students for lives of character and service.

The undergraduate exit survey below can be used as both an indirect measure of student learning and an operational assessment tool. The survey is used to assess (indirectly) all five of the intended student learning outcomes (Part I) of the Agribusiness program and to assess intended operational outcomes #1-#4 (Part II).

In particular, in terms of student learning assessment, the five intended student learning outcomes are listed in Part I of the survey, and students are asked to evaluate the extent to which they believe that they were successful in achieving each of the outcomes.

In terms of operational assessment:

- Part II: Survey Items No. 1-4 → map to and assess IOO #1 The Briner School of Business will hire qualified faculty who possess the knowledge, skills, and attitudes of an effective business educator
- Part II: Survey Items No. 5-7 → map to and assess IOO #2 The Briner School of Business will offer high impact practices, through significant hands-on experiential learning, to successfully prepare students for professional work.
- Part II: Survey Items No. 8-12 → map to and assess IOO #3 The Briner School of Business will support a learning environment that fosters student success.

- ❑ Part II: Survey Items No. 13 & 14 → map to and assess IOO #4 The Briner School of Business will cultivate a learning environment that serves the University mission to develop students for lives of character and service.