

# Agricultural Business BS

## Goal 1-Professional Marketplace Skills

**Goal Description:**

Students earning a BS in Agribusiness will demonstrate the skills necessary to seek initial job placement as they begin their professional careers.

**Providing Department:** Agricultural Business BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Goal 1- Objective 1: Professional Career Entry Skills**

**Learning Objective Description:**

Students completing the BS in Agribusiness will be able to develop resumes, cover letters, and LinkedIn profiles appropriate to their education and communicate about their skill set and desired careers.




RELATED ITEM LEVEL 2

**Goal 1- Objective 1, Indicator 1: Professional Employment Portfolio in AGBU 4363**

**Indicator Description:**

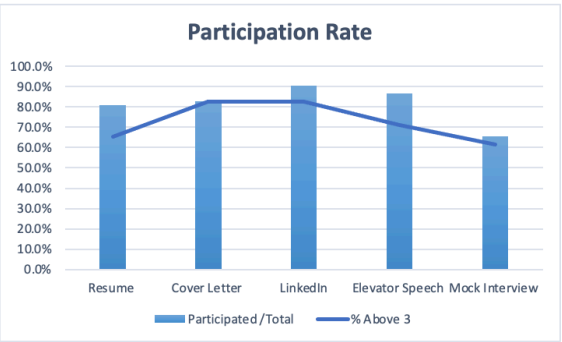
As part of the AGBU 4363 course, students will develop a resume, a cover letter, and a LinkedIn profile, which will be evaluated according to a rubric that the faculty developed in conjunction with the SHSU Career Services staff.

Attached Files

-  [4363 cover letter rubric.docx](#)
-  [4363 Resume Rubric.docx](#)
-  [4363 LinkedIn Rubric.docx](#)

**Criterion Description:**

During the previous assessment cycle, unfortunately, on two of the assignments (LinkedIn and Cover Letter Writing) students met the expected target of at least 75% of students performing at an acceptable level and score a 3 (meets expectations) or higher on a scale of 1-5. The instructor was aiming to increase the percentage of students performing at an acceptable level (3 out of 5) from 66% to 75%, for elevator speech and mock interview, but the improvement was not satisfactory. In elevator speech the rate increase to 71.2% and in mock interview assignment the rate dropped to 61.5%. The main cause of this drop n both assignments is lack of participation.



**Findings Description:**

The course instructor used the rubrics for evaluating students’ performance on cover letters, resume writing, and LinkedIn profile development. There were 52 students, out of which 32 completed all the steps of the resume writing process and submitted a complete resume. The others did not complete the whole process; therefore, some got partial credits, and ten students received no credit for this assignment. There are five steps in our resume writing process which are: Writing the first draft, editing the resume in class, sending the edited version to the Career Success Center, finalizing the reviewed version, and submitting the final resume along with the reviews from Career Services on Blackboard. If someone could not follow all the steps, they would not receive full credit for this assignment. Here we have calculated the grades based on the final submissions. We followed a similar algorithm for the cover letter and the elevator speech, and the results were fully acceptable for those who completed each assignment.

Except for the elevator speech assignment for which we had an increase of two percent in participation, in all other Job Market Assignments, In comparison to last year, the participation rate dropped significantly. The instructor believes part of this drop is related to having online courses instead of face-to-face mode in Summer 2021 and Spring 2022. In the Ag-business program in general, students who participated in this course during the pandemic preferred face-to-face learning to other delivery methods. They felt more cognitively engaged in face-to-face learning (Irani-Kermani, et al., 2021). For the second time, The LinkedIn Profile assignment, which was introduced last year, had the highest participation rate and the highest average. The instructor believes the students understand the concept and its importance. They have the experience and knowledge of creating a profile partially because most have been engaged with social media a lot during their lifetime.

	Participated /Total	Average	Min	Max	% Above 3
Resume	80.8%	3.5	0	5	65.4%
Cover Letter	82.7%	3.9	0	5	82.7%
LinkedIn	90.4%	4.0	0	5	82.7%
Elevator Speech	86.5%	3.6	0	5	71.2%
Mock Interview	65.4%	3.0	0	5	61.5%

Career Fair	0.0%	0.0	0	5	0.0%
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Due to the pandemic, we were not certain about how Sam Houston State University would hold in-person career fairs and therefore, similar to last year, the instructor replaced that assignment with the mock interview assignment.

**Strengths:**

- A higher participation rate in Job market assignments compared to the mock interview shows how they understand the importance of these assignments. Generally, students were able to create an acceptable job market packet by the end of the semester. The instructor believes students are more eager to complete tasks that they can do by themselves (LinkedIn, Elevator Speech, and Cover letter) and show resistance in completing tasks for which they have to communicate with others (The Resume Writing and the Mock Interview Assignment).
- A high percentage of students chose to complete the resume and generally produced an outstanding document. The Career Success Center presentation and support were helpful in motivating students to start taking the steps.
- The instructor asked all the students to record themselves delivering their elevator speeches for the second year. He believes this activity helps them practice the elevator speech and understand how they can change it to feel more natural. It seems that the students value the process.

**Weaknesses:**

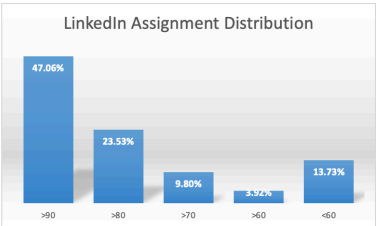
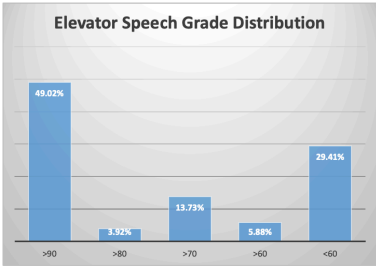
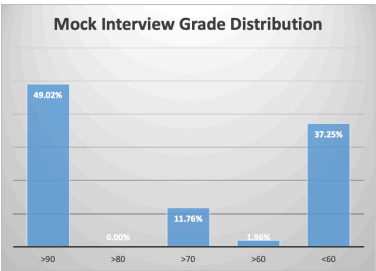
- For the second year, the participation rate has decreased. The main reason for this lack of participation was the Pandemic. Students were dealing with many uncertainties, and many were not determined about their next step in the current situation.
- While most of the students did participate and created their packets for the job market, among those, who did not, the reasons vary, some students are not sure about how they will take the next step and what their approaches will be toward the job market, some have already secured their next step and are not motivated to follow the steps, and some are not willing just because they feel this should not be a part of a sales and consulting class.
- Aside from the mock interview assignment, which we will cover separately, the lowest participation rate and lowest grades were in the resume writing assignment. Students did it on their own after reading the related documents and watching a couple of videos. While last year the instructor add a session to work on the elevator speech and that seems helpful, this year, some students were not willing to get in touch with the Career Success Center and seek help for polishing their resumes.

**Mock Interview**

Similar to last year, for the mock interview assignment, students were supposed to take four steps. The instructor asked them to arrange the mock interview with the career services, to prepare themselves for the interview, do the interview and finally write a report by answering seven questions. If a student could not complete all the steps, they would not receive any credit for the assignment.

Looking at the results from the past three semesters of Summer 2021, Fall 2021 and Spring 2022, we believe this assignment like the career fair assignment can help students to overcome their fear of moving forward, seeking jobs and getting into interviews. Unfortunately, the participation rate in this assignment was significantly lower than the career fair assignment. Approximately 65% of the students participated in the assignment and only 61% of the students received a score of 3 or more on a 5-point scale. If we just look at grades from the students who finished the assignment this performance factor increases to 92% meaning that if we can motivate students to do the assignment, they will do it properly.

Another factor that reduces participation in the mock interview assignment is a lack of motivation combined with fear of interaction. We can increase the weight of this assignment to help motivate the students. The distribution of grades does not follow a normal distribution, as some students did not complete all the required steps on time and they lost some points, or received a zero, causing the distortion.



**Works Cited**

Irani-Kermani, R., Chen, D., Wolfskill, L. A., Nair, S., Bullion, A., & , . (2021). Students’ Perceptions in a Hybrid Learning Model During the 2020 Covid-19 Pandemic. *NACTA Journal*, 132-143.

RELATED ITEM LEVEL 3

Goal 1-Objective 1, Indicator 1: Professional Employment Portfolio in AGBU 4363

RELATED ITEM LEVEL 2

Goal 1- Objective 1, Indicator 2: Elevator Pitch in AGBU 4363

Indicator Description:

As part of the AGBU 4363 course, students will deliver an Elevator Pitch, which will be evaluated according to a rubric that the faculty developed in conjunction with the SHSU Career Services staff. This indicator was previously part of the Professional Employment Portfolio indicator but is being separated out to allow better tracking.

Criterion Description:

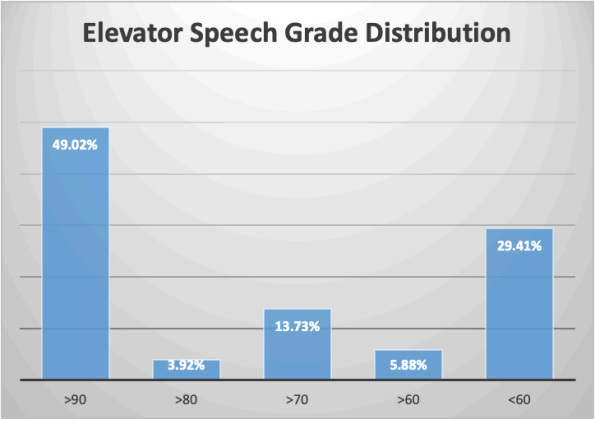
During the previous assessment cycle, around 87% of the students participated in the assignment, but on our second goal which was increasing the performance we were not successful. Students did not meet the expected target of at least 75% of students performing at an acceptable level and score a 3 (meets expectations) or higher on a scale of 1-5. That number stood at 71.2% which is better than last year (65%), but not yet on target.

Attached Files

 [4363 Elevator pitch rubric.docx](#)

Findings Description:

The main reason for the gap is a change the instructor made in the assignment. The instructor added one more step to the elevator speech assignment last year and asked the students to record themselves in front of a camera to help them better learn to deliver an elevator speech. This final step is a challenge for some students and affected their performance. Adding a session to talk about elevator speech, recording techniques, mastering the delivery of elevator speech and watching some samples helped students better perform this year.



RELATED ITEM LEVEL 3

Goal 1- Objective 1, Indicator 2: Elevator Pitch in AGBU 4363

Action Description:

Since last year, to help students take the next step, work on their networking skills, and to help them learn more about how to deliver an elevator speech, we are asking students to record their elevator speech via Kaltura and submit that as a part of their assignment. As in different situations, they might need to use different types of an elevator speech. We are asking them to deliver two versions of their elevator speech. A short (30 Seconds) one and a long version (3 minutes). The instructor believes the extended version should be similar to their response to the common interview question: " tell us about yourself!" This makes the two versions different. While for grading, we are still working with the written form and the one they deliver as the short version. We are working on this idea to gather information and decide how we can help the students deliver a long elevator speech in an interview.

RELATED ITEM LEVEL 1

Goal 1- Objective 2: Career Fair Participation

Learning Objective Description:

Students completing the BS in Agribusiness will participate in an SHSU-sponsored career fair.

Due to the pandemic, Sam Houston State University Stopped in-person career fairs in the Fall and Spring semesters and the instructor replaced this objective with another objective (Mock Interview). The instructor is adding the career fair participation assignment to the syllabus from next Fall without removing the Mock Interview assignment.

RELATED ITEM LEVEL 2

Goal 1- Objective 2, Indicator 1: Career Reflection in AGBU 4363

Indicator Description:

As part of the AGBU 4363 course, students will attend a career fair to practice networking with future employers and peers, as well as meeting and professionally interacting with potential hiring managers. They will then write a reflection paper discussing their preparation process and results of their encounters with their selected company representatives.

Attached Files

 [Career Fair Reflection Rubric.docx](#)

Criterion Description:

Due to the pandemic, Sam Houston State University Stopped in-person career fairs in the Fall 2020 and Spring 2021 semesters and the instructor replaced this objective with another objective (Mock Interview). While in Fall 2021 the Career Fair came back to campus, the instructor decided to wait one more year.

Findings Description:

None due to COVID 19 pandemic restrictions. This indicator will be back as part of the plan from Fall 2022.

RELATED ITEM LEVEL 3

**Goal 1- Objective 2, Indicator 1: Career Reflection in AGBU 4363**

**Action Description:**

For Fall 2022, we are asking students to attend the career fair as an optional (Extra grade) assignment, and from Spring 2023, we will go back to our routine and we hope we can help students find jobs in career fairs both in our campus and elsewhere.

**Goal 2- Productive Discussions in Agricultural and Food Policy**

**Goal Description:**

Students earning a BS in Agribusiness will be able to construct written arguments discussing the effects of agricultural policy on society.

**Providing Department:** Agricultural Business BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Goal 2- Objective 1: Agricultural and Food Policy Discussion**

**Learning Objective Description:**

Students will use agricultural policy knowledge to develop a policy paper that discusses both sides of an agricultural issue.

RELATED ITEM LEVEL 2

**Goal 2- Objective 1, Indicator 1: Policy Papers in AGBU 4386**

**Indicator Description:**

All students enrolled in the Agribusiness program as majors must complete AGBU 4386: Agricultural and Food Policy (some students pursuing the minor in Agribusiness choose to take the course) in their senior year. AGBU 4386 focuses on concepts related to agricultural and food policy, both domestically and internationally. In the course, students are exposed to 1) global food inequities and societal desires to correct them, including trade, 2) the historical progression of U.S. agricultural policy including major legislation and organizational development and 3) the use of economic principles to make informed decisions and recommendations about agricultural policy and programs in a political environment. Evaluation of these competencies is accomplished through assessment of a policy paper.

The policy papers produced by students will be scored using a writing rubric developed at Oklahoma State University. The rubric is based on a 1-5 scale with a 3 (meets expectation), 4 (exceeds expectation) and 5 (far exceeds expectation).

The policy paper is on a topic chosen by the student from the course material. Students are encouraged to identify the topic (more narrowly defined the better) in an introductory statement followed by a brief objective history (i.e, synopsis) of the topic or issue. They are then asked to carefully outline the opposing views with supportive evidence, the view they support and why they support this position. A final summary paragraph is expected. This paper is 1500-1750 words in length excluding word-count on the literature cited page. A minimum of five high quality peer-reviewed sources are required with proper citations using the [http://www.oxfordjournals.org/our\\_journals/ajae/for\\_authors/guide.pdf](http://www.oxfordjournals.org/our_journals/ajae/for_authors/guide.pdf). Internal citations in the narrative must be documented using the Harvard style. Failure to include a literature cited page and/or internal citations will result in a grade of zero (0). If the student fails to meet the minimum number of peer-reviewed sources expected, the highest grade they can earn on the assignment is a 3.

Attached Files

 [4386 rubric.docx](#)

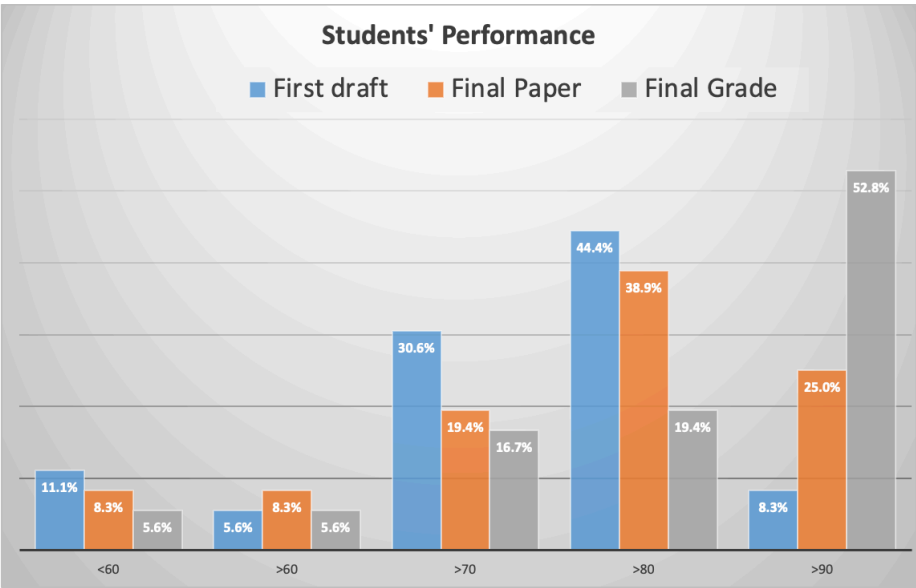
**Criterion Description:**

Two years ago we added a new baseline for assessing the students' performance in writing their policy papers. During the previous two assessment cycles, we met our assessment goal of having at least 80% of students enrolled in AGBU 4386 performing at a level of 3 (meets expectation) and 50% of students performing at a level of at least 4 (exceeds expectation) or higher on the policy paper. As these evaluations were recorded from the final draft, we have chosen to assess the first draft of the policy papers to develop a new baseline for assessment.

This past assessment cycle was the first cycle in which we assessed both the first and final drafts. Around 40% of the students could not prepare their first draft by the due date and lost the opportunity to review their papers before the final submission. This caused a significant drop in the average score and a significant diffidence between the average score for the final draft and the first draft. The average score on the first draft was 76, and the average score on the final draft was 79.5.

**Findings Description:**

Last year the instructor, delivered two planned sessions on academic writing virtually which were not as effective. These sessions were designed to give students time to practice writing and getting feedback, but that part did not become effective in the virtual environment. This year the instructor provided more samples, had two face-to-face sessions on academic writing, and gave students more time to prepare their first draft and a longer time period for editing their work. The results are not significantly different from last year.



RELATED ITEM LEVEL 3

Goal 2-Objective 1, Indicator 1: Policy Papers in AGBU 4386

Action Description:

The instructor believes, that moving to a hybrid model and delivering the two planned sessions on academic writing virtually was not as effective as it could be if the classes were offered in a face-to-face setting. These sessions were designed to give students time to practice writing and getting feedback, but that part did not become effective in the virtual environment. Therefore, the instructor is redesigning the sessions and he is adding some practical elements to the lectures that can help students better understand the differences between academic writing, professional writing, and their general daily writings and conversations.

Goal 3- Application of Key Disciplinary Concepts and Skills

Goal Description:

Students will be able to apply conceptual knowledge and practical skills gained throughout the Agribusiness Program curriculum.

Providing Department: Agricultural Business BS

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Goal 3- Objective 1: Strategic Analysis of Agribusiness

Learning Objective Description:

Students will be able to 1) investigate and acquire appropriate data/information from various legitimate, public sources, 2) conduct an assessment of internal and external environmental data/information, 3) complete a financial analysis of the company from publicly available information and 4) create a strategic plan for a publicly-traded agribusiness company.

RELATED ITEM LEVEL 2

Goal 3- Objective 1, Indicator 1: Strategic Plans for Publicly Traded Agribusinesses in AGBU 4375

Indicator Description:

Students, working as part of a team, will develop a final report addressing the above issues. Results from each final project will be shared in a professional presentation before the students’ peers and faculty. All students enrolled in the Agribusiness program must complete AGBU 4375 in their senior year. AGBU 4375 addresses key concepts and skills relevant to the field of agribusiness and strategic management. Student teams' assignments from AGBU 4375 will be reviewed by faculty members with expertise in the field of agribusiness. Faculty members will score the assignments using a scale of 1 - 5 with 3 "meets expectations," 4 "exceeds expectations," and 5 "far exceeds expectations." A single rubric will be used to evaluate all parts of this Learning Objective.

Attached Files

 [4375 rubric.docx](#)

Criterion Description:

Last year we added a new baseline for assessing the students' performance in writing their projects. During the previous two assessment cycles, we met our assessment goal of having at least 80% of students enrolled in AGBU 4375 performing at a level of 3 (meets expectation) and 50% of students performing at a level of at least 4 (exceeds expectation) or higher on the policy paper. As these evaluations were recorded from the final draft, we have chosen to assess the first draft of the policy papers to develop a new baseline for assessment.

This past assessment cycle was the first cycle in which we assessed both the first and final drafts. All students submitted their first drafts and based on the qualitative responses we received at the end of the Fall and Spring semester, students were happy with this new approach as it helped them better learn professional writing and learn from their mistakes.

The instructor believes students should learn more about library resources sooner than their final semester, but having one session dedicated to the library resources and how students can utilize them helped students performing better.

Findings Description:

Looking at the final grades, we see an improvement in students' performance over time. All teams start with the External Analysis, and then they will receive feedback on their assignments and move forward with other sections. In both semesters, we observe an increase in average grades after doing the first section. This is partially related to what students learn by doing the project, receiving feedback, and processing the information.

Teams who start strong tend to gain better results by the end of the semester. The average scores of all teams across the areas are presented in the following Table

	Team 1	Team 2	Team 3	Avg.
Internal	4.4	4.9	4.5	4.6



<b>External</b>	4.5	3.9	3.7	<b>4.03</b>
<b>Financial</b>	4.2	4.2	5.2	<b>4.53</b>
<b>Strategic</b>	4	3.7	4.2	<b>3.97</b>
<b>Technical</b>	4.6	4.1	4.2	<b>4.3</b>
<b>Style</b>	4	3.8	4.1	<b>3.97</b>
<b>Avg.</b>	<b>4.28</b>	<b>4.1</b>	<b>4.32</b>	

Fall 2021							
	External	Internal	Financial	Strategic	Technical	Style	Av.
<b>Team 1</b>	57	68	57	82	75	80	<b>70</b>
<b>Team 2</b>	70	69	90	89	101	86	<b>84</b>
<b>Team 3</b>	72	62	71	88	88	80	<b>77</b>
<b>Av.</b>	<b>66</b>	<b>66</b>	<b>73</b>	<b>86</b>	<b>88</b>	<b>82</b>	

Spring 2022							
	External	Internal	Financial	Strategic	Technical	Style	Av.
<b>Team 1</b>	62	83	68	85	94	77	<b>78</b>
<b>Team 2</b>	67	76	83	62	92	81	<b>77</b>
<b>Team 3</b>	74	75	72	83	90	66	<b>77</b>
<b>Av.</b>	<b>68</b>	<b>78</b>	<b>74</b>	<b>77</b>	<b>92</b>	<b>75</b>	

#### RELATED ITEM LEVEL 3

#### Goal 3- Objective 1, Indicator 1: Strategic Plans for Publicly Traded Agribusiness in AGBU 4375

##### Action Description:

Similar to the previous cycle and by looking at the final grades, we see an improvement in students' performance through time. All teams start with the External Analysis, and then they will receive feedback on their assignments and move forward with other sections. We observe an increase in average grades in both semesters after doing the first section. This is partially related to what students learn by doing the project, receiving feedback, and processing the information.

We are adding a new indicator for this objective to help the students with their social, writing, and curiosity skills. The instructor is planning to continue using Packback in his classroom. Packback Questions is an online community where students can be fearlessly curious and ask open-ended questions to build on what we are covering in class and relate topics to real-world applications.

### Update to Previous Cycle's Plan for Continuous Improvement Item

#### Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

AGBU4363

The instructor is adding Packback assignments as a new indicator to this course. Packback Questions is an online community where students can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. The instructor believes this will help to create an interactive environment among students, to explore different viewpoints toward controversial topics discussed in classroom, and to promote dialogues instead of monologues

Development of Professional Marketplace Skills – Transition from the AGRI 4120 course to AGBU 4363 continues and is progressing smoothly. Last year, we had to modify some of our plans due to COVID-19. Similar to last year, we had four main target areas among which cover letter is still the lowest when looking at the average grade. What we did last year has increased the participation rate and that was the main concern based on our last year's action plan. As students are experiencing a different job market experience, the actions that will allow us to improve their experience is to prepare them for this change. The instructor has defined a fifth target which is based on creating a LinkedIn profile. This will encourage students to learn more about the online job market. Profiles are evaluated using a faculty-developed rubric, which is attached to this plan. The other challenge during the pandemic is losing the common career fairs. To overcome that, the instructor is asking students to participate in at least one mock interview session with career services. Similar to the career fair students are supposed to follow a five-step plan to do the mock interview and write a report based on their experience.

AGBU 4386

The instructor is adding Packback assignments as a new indicator to this course. Packback Questions is an online community where students can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. The instructor believes this will help to create an interactive environment among students, to explore different viewpoints toward controversial topics discussed in the classroom, and to promote dialogues instead of monologues

Knowing how the first drafts are different in grades in comparison to the final drafts, the instructor started to add one more step to the whole process. Previously students would submit their proposals and based on the feedback they would receive from the instructor they would work on their term paper. The final paper was commonly a result of a process through which students would work with the instructor to write and polish their papers. To learn more about those first drafts and how students will do on their own, all students are now supposed to submit the first draft of their papers in a dropbox to be graded, and then they are going to work on their final drafts based on the feedback they receive from the instructor. The instructor is continuing this practice. The instructor has developed two sessions to work on academic writing, to explain the basics. The main idea for these two sessions is to cover the structure, the sections, and the questions students are supposed to answer in a term paper. the next step would be covering some research methods to let the students know how to find reliable resources and how to do in-text citations properly. Finally, the instructor will go over the tools students can use for proper documentation.

AGBU 4375

Last year, grading the first drafts showed 40% of the reports were below the 3-point minimum grade on their first try. To improve the first draft, the instructor started to dedicate two sessions to academic writing. The instructor is continuing that practice and the main idea is to cover the structure, the sections, and the questions students are supposed to answer in the report. the next step would be covering some research methods to let the students know how to find reliable and related resources and how to do in-text citations properly. Finally, the instructor will go over the library resources that can help students gain access to databases with related reports on their topics. This will help the students to better understand the goal, learn more about the accessible tools, explore similar reports, and get exposed to the structure and wording of such reports.

The instructor is adding Packback assignments as a new indicator to this course. Packback Questions is an online community where students can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. The instructor believes this will help to create an interactive environment among students, to explore different viewpoints toward controversial topics discussed in the classroom, and to promote dialogues instead of monologues

**Update of Progress to the Previous Cycle's PCI:**

AGBU4363

The instructor plans to go over more samples in class to help students better understand the strengths and weaknesses of different LinkedIn profiles, Resumes, and Cover letters. This will also help students get engaged and learn from their peers' mistakes. They will work on their own material after that and try to improve their job market packets.

The instructor plans to provide some sample videos of mock interviews for the students to help them better understand the objectives and the process of a mock interview. This might help students better cope with their stress, lower their resistance to completing the assignment, and increase the participation rate for this assignment.

AGBU 4386

To better evaluate the first drafts, we are planning to edit the rubric and provide a more detailed version for students to help them better understand the objectives and the evaluation process of their work. To make this process more efficient, the instructor plans to introduce some smart cloud-based assistants that review spelling, grammar, punctuation, clarity, engagement, and delivery mistakes like Grammarly and Quilbot to help students learn from their mistakes. These programs use artificial intelligence to identify and search for an appropriate replacement for the error they locate.

The instructor will add TAs to moderate Packback assignments to improve the efficiency of the discussions. The instructor believes this will contribute to developing an engaged learning environment, exploring diverse perspectives on complex classroom themes, and promoting conversations instead of monologues.

AGBU 4375

Every year students go through a learning curve in which they learn to follow professional writing guidelines. Therefore, their first drafts would continuously be assessed with lower grades; with every assignment, the average rates increase. When they submit the final report at the end of the semester, it improves a lot. To make this process more efficient, the instructor plans to introduce some smart cloud-based assistants that review spelling, grammar, punctuation, clarity, engagement, and delivery mistakes like Grammarly and Quilbot to help students learn from their mistakes. These programs use artificial intelligence to identify and search for an appropriate replacement for the error they locate.

The instructor will add TAs to moderate Packback assignments to improve the efficiency of the discussions. The instructor believes this will contribute to developing an engaged learning environment, exploring diverse perspectives on complex classroom themes, and promoting conversations instead of monologues.

**New Plan for Continuous Improvement Item**

**Closing Summary:**

AGBU4363

The instructor intends to increase student participation in class discussions after adding Packback assignments as a new grading signal to this course. The instructor believes that this will contribute to developing an engaged learning environment, exploring diverse perspectives on complex classroom themes, and promoting dialogues instead of monologues.

We will revise some of our goals the following year and start preparations for the post-COVID 19 periods. Similar to the previous year, we have four primary goal areas, with the cover letter maintaining the lowest average rating. What we accomplished last year did not raise the participation rate, which will be our action plan's focus for next year. As students encounter a changing employment market, the steps that will allow us to enhance their experience consist of preparing them for this shift. The instructor has established a fifth objective based on creating a LinkedIn profile. This will motivate pupils to study the internet job market more. This plan includes faculty-developed criteria for evaluating student profiles. The other difficulty during the epidemic is the disappearance of frequent career fairs. To combat this, the instructor requires students to engage in at least one simulated interview with career services. Similarly to the career fair, students must follow a five-step strategy to conduct the mock interview and produce a report on their experience.

The instructor plans to go over more samples in class to help students better understand the strengths and weaknesses of different LinkedIn profiles, Resumes, and Cover letters. This will also help students get engaged and learn from their peers' mistakes. They will work on their own material after that and try to improve their job market packets.

The instructor plans to provide some sample videos of mock interviews for the students to help them better understand the objectives and the process of a mock interview. This might help students better cope with their stress, lower their resistance to completing the assignment, and increase the participation rate for this assignment.

AGBU 4386

The instructor introduced Packback assignments as a new course indication. The transfer from conventional reflection writing to the new context is proceeding without difficulty. Packback Questions is an online forum where students may ask open-ended questions to expand on what we've covered in class and apply concepts to real-world applications. The teacher feels that this will contribute to developing an engaged learning environment, exploring diverse perspectives on complex classroom themes, and promoting dialogues instead of monologues. Students in AGBU 4363 are exposed to this setting, and their performance improves in AGBU 4386 and AGBU 4375.

Knowing that first manuscripts are graded differently from final drafts, the instructor decided to add an additional phase to the process. Previously, students would submit their proposals, and depending on the instructor's input; they would compose their term papers. Typically, the final paper resulted from a process in which students collaborated with their instructors to develop and polish their papers. To understand more about how students will do on their own, all students are now required to submit the initial draft of their papers to a dropbox for grading. They will then create their final drafts depending on the instructor's input. The instructor continues with this procedure. The instructor has designed two sessions for academic writing instruction and an explanation of the fundamentals. These two sessions cover the format, parts, and questions that students are expected to address in their term papers. The next phase would be addressing research methodologies to teach students how to locate credible sources and adequately format in-text citations. Finally, the lecturer will discuss the documentation tools available to students.

To better evaluate the first drafts, we are planning to edit the rubric and provide a more detailed version for students to help them better understand the objectives and the evaluation process of their work. To make this process more efficient, the instructor plans to introduce some smart cloud-based assistants that review spelling, grammar, punctuation, clarity, engagement, and delivery mistakes like Grammarly and Quilbot to help students learn from their mistakes. These programs use artificial intelligence to identify and search for an appropriate replacement for the error they locate.

The instructor will add TAs to moderate Packback assignments to improve the efficiency of the discussions. The instructor believes this will contribute to developing an engaged learning environment, exploring diverse perspectives on complex classroom themes, and promoting conversations instead of monologues.

#### AGBU 4375

The first drafts of forty percent of the reports graded last year were below the minimal passing grade of three points. The teacher began devoting two sessions to academic writing to strengthen the initial draft. This practice is being continued by the teacher, whose primary objective is to review the report's format, parts, and questions. The next stage would be addressing research methodologies to teach students how to locate credible and relevant materials and correctly format in-text citations. The lecturer will then discuss the library resources students might use to acquire access to databases containing relevant reports on their themes. This will aid the students in better comprehending the objective, learning more about the available tools, exploring comparable reports, and becoming familiar with their structure and language.

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Every year students go through a learning curve in which they learn to follow professional writing guidelines. Therefore, their first drafts would continuously be assessed with lower grades; with every assignment, the average rates increase. When they submit the final report at the end of the semester, it improves a lot. To make this process more efficient, the instructor plans to introduce some smart cloud-based assistants that review spelling, grammar, punctuation, clarity, engagement, and delivery mistakes like Grammarly and Quilbot to help students learn from their mistakes. These programs use artificial intelligence to identify and search for an appropriate replacement for the error they locate.

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