

Agricultural Business BS

Develop Professional Skills

Goal Description:

Students earning a BS in Agribusiness will learn the skills necessary for seeking job placement and technical writing in the work place.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Development of Marketplace Skills

Learning Objective Description:

Students completing the BS in Agribusiness will demonstrate skills necessary to compete in the professional marketplace.

RELATED ITEM LEVEL 2

AGRI 4120- Professional Employment Portfolio

Indicator Description:

All students seeking a degree in Agribusiness are required to complete AGRI 4120 in their senior year. The course addresses essential skills necessary for job placement in the work force for agriculture employment - resume preparation, interview skills, technical writing skills and employment opportunities. Faculty will review student assignments and assess student performance on a portfolio of artifacts using a faculty-developed rubric.

Attached Files

 [AGRI 4120 Portfolio Rubric Matrix](#)

Criterion Description:

Faculty evaluations will indicate that at least 70% of the Agribusiness students enrolled in AGRI 4120 will perform at an acceptable level and score a 3 (meets expectations) or higher on a scale of 1-5. Technical writing skills were concerns from previous evaluations and continue to be an area addressed.

Findings Description:

On average, 82% of Agribusiness students in the class scored 3 or higher on the professional portfolio submission, while 70% scored a 4 or higher. The portfolio included a cover letter, resume, reference page, letters of recommendation and an application. This is an indication that students are taking this assignment seriously as they prepare to exit the university and enter their chosen career field.

RELATED ITEM LEVEL 3

Development of Marketplace Skills

Action Description:

Students are exceeding expectations based on the criterion description. This is a positive outcome. Based on these findings, we will continue monitoring student performance on an annual basis. We must be diligent in continuous assessment of this learning objective to ensure that our students are prepared to enter the marketplace. We may consider moving the criterion description standard to 70% of Agribusiness students enrolled in the course scoring a 4 or higher, rather than a 3 or higher, but we believe it is too early to make this change at this point in time.

Knowledge of Key Concepts and Skills

Goal Description:

Students will develop knowledge and skills relevant to Agribusiness.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Development of Students’ Knowledge and Skills

Learning Objective Description:

Students will be able to demonstrate competency in key areas of agribusiness including strategic management and an analysis of an existing company to include financial and strategic analysis.

RELATED ITEM LEVEL 2

AGRI 4375- Agribusiness Capstone, Concepts and Skills Assessment

Indicator Description:

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. Five randomly selected student 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."

Attached Files

[!\[\]\(339a16584d5da0f0a3ca4e9ec17bf6a1_img.jpg\) AGBU 4375 Assessment Rubric](#)

Criterion Description:

Agribusiness faculty agree that at least 70% of the students enrolled in AGBU 4375 will perform at a level of 3, "meets expectations" or higher on the assessed assignments, especially in the area of technical writing skill, a specific weakness that was identified in previous assessment periods.

Findings Description:

There were 18 students enrolled in AGBU 4375 in Spring 2016. Students were divided into five teams. The teams developed write-ups for parts of the project in class. The instructor made edits and provided suggestions on these write-ups (iterative process). Students addressed the comments and submitted external, internal, financial, and strategic analyses. The instructor provided comments and instructions for improvement of these reports. The teams addressed the comments and compiled the reports into the final project report. The final project report was evaluated using the rubric.

Most of the initial write-ups developed in class had considerable issues related to both content and technical writing. Only 50% of these write-ups scored 3 or greater. Technical writing and style were the areas that required significant improvements. However, students responded to coaching and all final reports (100%) scored 3 or more on average, with 80% scoring greater than a 4. The most problematic area in the final report was style, especially references. More emphasis will be placed on this section in the future.

RELATED ITEM LEVEL 3

Development of Students' Knowledge and Skills

Action Description:

Only 50% of initial write-ups scored 3 or greater on our rubric. Technical writing and writing style were the areas that required significant improvements. Yet, students responded to recommendations/coaching made by the course instructor and improved their overall reports. All final reports (100%) scored a 3 or greater on average, with 80% scoring greater than a 4. The most problematic area in the final report was style, especially references. More emphasis will be placed on this section in the future.

Update to Previous Cycle's Plan for Continuous Improvement

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

Though improvements in technical writing skills were achieved and exceeded the goal, faculty will continue to emphasis technical writing skills across the AGBU curriculum enabling success in the capstone courses.

Update of Progress to the Previous Cycle's PCI:

As noted in another section of this report, only 50% of initial write-ups scored 3 or greater on our rubric. Technical writing and writing style were the areas that required significant improvements. Yet, students responded to recommendations/coaching made by the course instructor and improved their overall reports. All final reports (100%) scored a 3 or greater on average, with 80% scoring greater than a 4. The most problematic area in the final report was style, especially references. More emphasis will be placed on this section in the future.

Monitoring Marketplace Skills and Content Communication

Closing Summary:

We must be diligent in continuous assessment of the learning objective, "Development of Marketplace Skills" to ensure that our students are prepared to enter the marketplace. We may consider moving the criterion description standard to 70% of Agribusiness students enrolled in the course scoring a 4 or higher, rather than a 3 or higher, but we believe it is too early to make this change at this point in time.

As it relates to content mastery among students in our capstone course, most students know the content, but had difficulty communicating it in a professional manner. With coaching from the faculty member, improvement occurred. However, style, especially references continued to be an issue. Therefore, more emphasis will be placed on this section in future semesters.