

**Assessment of Student Learning for the Agribusiness Management Systems Program
Management Option
2019-2020 Academic Year**

Agribusiness Management Systems Program Learning Outcome Assessment

Students majoring in Agribusiness Management Systems are expected to meet the following learning outcomes upon completion of their degrees.

- SLO 1. Demonstrate computer skills
- SLO 2. Apply economic information to real world situations
- SLO 3. Think critically and demonstrate problem-solving skills
- SLO 4. Read, comprehend, and analyze basic financial statements and demonstrate basic accounting skills
- SLO 5. Effectively communicate in both an oral and written format
- SLO 6. Demonstrate skills enabling them to work effectively as individuals and in groups

Assessment of program outcomes includes the following tools.

1. Course Competency: Expected learning outcomes are measured in several prominent courses within the program
2. Capstone Course: ABM 2903: Entrepreneurship is required of all the students in the AMS Management program. In this course students develop a portfolio of a business plan for an entrepreneurial venture and present their proposed venture to judges from both industry and academics.
3. Internship Employer Surveys: Students receiving a degree with a Management option is required to obtain an experiential learning experience through an internship.

1. Course Competency Summary for Assessing Agribusiness Management Systems Program Outcomes

Courses are the primary method of assessing attainment of knowledge and skills in our students. Industry provides the department on feedback on the skills required to be successful within chosen fields of Agribusiness and the courses are to provide training and information to help our students be successful. The following curriculum map illustrates that the program learning objectives are focused on in the courses.

	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6
ABM 2003: Critical Thinking	X	X	X	X	X	X
ABM 2004: Internship	X	X	X	X	X	X
ABM 2103: Personal Finance	X			X	X	
ABM 2403: Ag Finance	X	X	X	X	X	X
ABM 2503: Ag Decision Analysis	X	X	X	X	X	X
ABM 2854: Farm & Ranch Management	X	X	X	X	X	X
ABM 2903: Entrepreneurship	X	X	X	X	X	X
ABM 2911: Seminar	X				X	
ABM 2963: Farm, Ranch, and Small Business Recordkeeping	X		X	X	X	
ACT 1103: Accounting I	X		X	X	X	X
ACT 1203: Accounting II	X		X	X	X	X
AIT 1003: Software Productivity	X				X	
AIT 1073: Introduction to Databases	X				X	
ECN 1103: Introduction to Ag Economics	X	X	X		X	

ECN 1203: Microeconomics	X	X	X		X	X
ECN 1303: Macroeconomics	X	X	X		X	X
ECN 1803: Statistics	X	X	X		X	X
MGT 2103: Management Concepts	X		X	X	X	X
MGT 2503: Human Resource Management	X		X		X	X
MKT 2103: Retail Marketing	X		X		X	
MKT 2203: Ag Marketing	X	X	X	X	X	X
SPC 1103: Sales Communications	X				X	X

Course competency is an important assessment tool for student learning for the following program outcomes:

1. Students will be able to think critically and demonstrate problem-solving skills. (Industry competence)
2. Students will be able to apply economic information to real world situations. (Industry competence)
3. Students will be able to communicate effectively in both an oral and written format. (Industry skills)

AY 2019-2020								
	ABM 2854 Farm & Ranch MGT	ABM 2503 Ag Decision Analysis	AGR 2983 Capstone	ABM 2004 Internship	ECN 1103 Intro to Ag Econ	ECN 1203 Micro	ECN 1303 Macro	MKT 2203 Ag Marketing
# of students	61	8	6	5	38	16	26	43
% of course outcomes met	100%	100%	100.00%	100%	96%	100%	100%	97.62%

Analysis: AMS students are successfully meeting these outcomes. It was noted on the individual faculty SLO reports that those students who did not, or had difficulties, meeting these outcomes were typically due to absences or not completing assignments. Lack of confidence in math skills and aversion to speaking in public were also cited for students failing course competency.

Econ 1103: Intro to Ag Econ was added into this year's assessment as this course, in addition to the Principles of Microeconomics course, provide foundation for business decision making and problem solving. The purpose for this was to determine a possible correlation with problem solving skills in the second year courses with the success of this alternative to ECN 1203: Principles of Microeconomics in the first year.

Spring 2020 the capstone experience for the Agribusiness students were combined with APS to provide one experience for all divisions. The table above reflects the Ag business students in the course.

2. Capstone Course: AGR 2983

Assessment of Entrepreneurship Portfolio and Presentation

# of Projects: 6	Portfolio	Presentation
3.50– 4.0 Average Score Range	3	3

3.0 – 3.49 Average Score Range	2	2
2.5 – 2.99 Average Score Range	1	1
< 2.5	0	0

In addition to course work, students completed a business plan portfolio that required research and analysis of current industry trends and challenges. Not all students in this course chose an Ag industry related venture.

Analysis: Portfolios and presentations by the students were above average in content and creativity. Appropriate research on current industry trends for their chosen endeavors was appropriate and given current research limitations, thorough. Those whose work fell below the others were often due to a high number of absences and their work appeared to be rushed to be caught up. Information was missing or incomplete.

Covid-19 quarantine caused some issues as course format went from in class to online. Many students went home where internet was not as assessable as on campus.

Considerations for improved success

The numbers indicate that students are successfully meeting the objectives. The implemented change from 2018-2019 requiring students in this course to meet with the Instructor (Mary Rittenhouse) a minimum of four times with their portfolio to ensure the student is not falling behind appeared to help the students stay on task. In addition this course was combined with APS Capstone which allowed all students the benefits of the guest speakers brought to the courses.

3. Internship Employer Surveys

AMS had seven students enrolled in ABM 2004: Internship during the academic year 2018 – 2019. The results of the surveys for these students reflected positive assessments of the NCTA student at the internship position. The results from the employer surveys follows. (A score of 5 being the highest)

Intern’s Appearance	5
Dependability	5
Ability to work with others	5
Communication Ability	4
Critical Thinking Skills	4
Cooperation/Attitude	4.5
Creativity	4.5
Attendance and Punctuality	5
Quality of Work and Safety	4
Supervisory Ability/Leadership	5
Overall Rating	4.3

Analysis: Internships allow students to apply the knowledge and theory they have learned in the classroom to a professional workplace. Internships also allow students to make connections in the professional fields they may be considering as career paths. A primary benefit to the student is that it provides “relevant” work experience.

Comments from the employer continue to include comments about communication and critical thinking skills. In addition to continued high marks for leadership and quality of work.