

Jordan College of Agricultural Sciences & Technology

Department of Agricultural Business

Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The mission of the Department of Agricultural Business is to graduate broadly educated and well-trained agribusiness professionals and leaders; graduates who are principled leaders and good citizens in industry and their communities. The Department provides active learning experiences geared toward enhancing personal, professional, and community development.

II. Goals and Student Learning Outcomes

The Department has three goals and four student learning outcomes for the Agricultural Business major. It is recognized that some of the outcomes may impact more than one goal.

Program Goals and Associated Outcomes:

1. Graduates will understand the importance of fundamental economic concepts and quantitative methods as crucial aids to decision making in agribusiness and government.

Learning Outcome 1.1 (Knowledge): Students will apply economic concepts, as well as statistical and quantitative analyses, to agribusiness and/or consumer issues and interpret the results.

Learning Outcome 1.2 (Writing Competence): Students will demonstrate appropriate informational and technical competencies when applying the formal language and concepts of economics/business.

2. Graduates will utilize basic management, marketing and finance concepts in order to comprehend and affect change in the private and public sectors.

Learning Outcome 2.1 (Quantitative Reasoning and/or Information Literacy): Students will integrate fundamental agribusiness principles and/or analytical techniques to identify benefit-cost decisions at all levels of agribusiness and/or consumer activity, and make recommendations based on an understanding of policy and the regulatory environment.

Learning Outcome 2.2 (Critical Thinking): Students will demonstrate critical thinking skills by analyzing sources, evaluating information and sources for accuracy, and by identifying appropriate and inappropriate interpretations and conclusions based on specific sources or information.

3. Graduates will develop strong communication skills, both oral and written, in order to convey the results of business analyses.

Learning Outcome 3.1 (Oral and/or Writing Communication): Students will demonstrate communication proficiency, oral and written, in relation to the global agribusiness and/or consumer sectors. They will communicate in a knowledgeable, coherent and persuasive manner on an array of topics.

Learning Outcome 3.2 (Self-evaluation): Students will evaluate their own work in order to determine the extent to which they are able to adhere to professional and academic standards and have acquired or improved specific skills necessary for a careers pursued by those with degrees in Agricultural Business.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

Core Courses / Student Learning Outcomes	1.1	1.2	2.1	2.2	3.1	3.2
AGBS 1 Introductory Agricultural Economics	I	I	I	I	I	I
AGBS 2 Agricultural Sector Analysis	I	I	I	I		
AGBS 28 Introductory Agricultural Law		I	I	I	I	
AGBS 31 Farm Accounting	I	I	I	I		
AGBS 32 Agribusiness Managerial Accounting	I	I	I	I		
AGBS 71 Agricultural Business Statistics	I	I	I	I	I	
AGBS 76 Agribusiness Microcomputer Applications		I	I	I	I	
AGBS 100 Intermediate Agricultural Economics	R	R	R	R	R	I
AGBS 105 Agricultural Business Quantitative Method	R		R	R	R	
AGBS 109 Management of Agri-food Supply Chains	R	R	R	R	R	R
AGBS 120 Agribusiness Management	R	R	R	R	R	R
AGBS 130 Agricultural Finance	A	R	A	A	R	R
AGBS 140 International Agricultural Economics		R	A	A	A	A
AGBS 150 Agricultural & Food Policy	R	R	A	A	R	R
AGBS 160 Agricultural Market Analysis	A	A	A	A	R	R
AGBS 170S Advanced Agribusiness Applications	A	A	A	A	A	A
Elective Courses / Student Learning Outcomes	1.1	1.2	2.1	2.2	3.1	3.2
AGBS 5 Survey of Agricultural Econ. & Agribusiness	I	I	I	I	I	I
AGBS 78 Agribusiness Quantitative Analysis	R	R	R	R		
AGBS 80 Undergraduate Research	R	I	I	I	I	I
AGBS 85T Topics in Agricultural Business	I	I	I	I	I	I
AGBS 117 Agricultural Labor-Mgmt. Relations	R	R	R	R	A	A

AGBS 122 Agricultural Cooperative Management		R	R	R	A	A
AGBS 128 Agricultural Issues & Leadership		A	A	A	A	A
AGBS 131 Agricultural Capital Markets	A	A	A	A		
AGBS 136 Farm & Ranch Appraisal	R	R	R	R	R	R
AGBS 155 Environmental & Natural Resource Policy		R	R	R	R	R
AGBS 162 Commodity Futures Trading	R	R	R	R		
AGBS 163 Agricultural Export Marketing		A	A	A	R	R
AGBS 164 Agribusiness Sales Management		R	R	R	A	A
AGBS 173 Wine Marketing	R	A	R	R		
AGBS 180 Undergraduate Research	A	A	A	A	R	R
AGBS 185T Topics in Ag Business		A	R	R	A	A
AGBS 192 Agricultural Business Field Studies		R	R	R		
AGBS 194 Agribusiness Internship		A	A	A	A	A
AGBS 195 Agricultural Business Competitive Teams	A	A	A	A	A	A

I = Introduced; R = Reinforced; A = Advanced

IV. Assessment Methods – A variety of assessment instruments will be utilized by the department in an effort to incorporate input from stakeholders. The specific instruments utilized will be dictated by suitability and the resources available. Some instruments are appropriate for on-going use while others will be implemented periodically.

A. Direct Measures:

1. **Examinations and Quizzes:** These instruments provide a moderate indicator of basic knowledge, problem solving skills, and written communication skills associated with learning outcomes. The majority of our courses utilize quizzes and midterm examinations, along with comprehensive final examinations.

Benchmark Goal: 70% of our students achieve a score of 70% or better.

Outcomes assessed: 1.1; 1.2; 2.1; 2.2

2. **Homework/Problem Sets:** Courses emphasizing quantitative, analytical and critical thinking skills typically utilize these instruments. Problem sets typically focus on developing one or two skills, while projects require students utilize many skills to successfully develop a solution. Students are allotted additional time on these assignments to review, further research and synthesize information when formulating their responses.

Benchmark Goal: 75% of the students achieve a score of 75% or better.

Outcomes assessed: 1.1; 1.2; 2.1; 2.2; 3.1

3. **Project Papers & Case Study Reports:** These instruments are utilized in select upper-division core courses where student learning outcomes are emphasized and mastered. The papers/reports will be scored using rubrics designed to evaluate essential business

skills, analytical proficiency and writing ability. Similar to measure #2, students are allotted additional time to formulate high level responses.

Benchmark Goal: 70% of the students achieve a score of 70% or better.

Outcomes assessed: 1.2; 2.1; 2.2; 3.1; 3.2

4. **Oral Presentations:** Students will present material in various courses within the major, both individual and group presentations. A presentation scoring rubric will be developed and used to evaluate performance.

Benchmark Goal: 70% of the students achieve presentation scores of a C level or better.

Outcomes assessed: 2.1; 2.2; 3.1; 3.2

Assessment Methods (continued)

B. Indirect Measures:

1. **Graduating Senior Survey:** A senior exit survey will be implemented each spring semester. The instrument is designed to measure the level of satisfaction with the quality of education within the major and the degree to which learning outcomes have been achieved. To keep faculty current with respect to graduating senior's career ambitions, students are also asked about professional goals. Data will be analyzed and tabulated for faculty discussion at subsequent retreats.

Benchmark Goal: A 70% response rate with 75% of our graduates believing they are prepared with respect to our learning outcomes.

2. **Industry Focus Group or Alumni Survey:** A focus group of industry stakeholders or Alumni Survey to our graduates will be conducted periodically to assess graduates' employability with regard to professionalism, skill set competencies, and critical thinking abilities. Presently, we have no target with respect to this information. Results will be incorporated in periodic curriculum reviews.

Outcomes assessed: 2.1; 2.2; 3.1; 3.2

3. **Internship Evaluations:** An evaluation form is completed by all employers and by students (as self-evaluation) granting internships to agricultural business majors. The goal is to obtain general perceptions of agricultural business with respect to professionalism, work ethic, skill set and job performance.

Benchmark Goal: 75% of our student's rate above average in all categories.

Outcomes assessed: 2.1; 3.1; 3.2

V. Student Learning Outcomes X Assessment Methods Matrix

Outcome/Method	Exams & Quizzes	Homework/ Problem Sets	Project Papers & Reports	Oral Present.	Senior Survey	Focus Group	Internship Evaluations
1.1	X	X					
1.2	X	X	X				
2.1	X	X	X	X	X	X	X
2.2	X	X	X	X	X	X	
3.1		X	X	X		X	X
3.2				X	X	X	X

Outcome 1.1 – Knowledge

Outcome 2.1 – Quantitative Reasoning/ Information Literacy

Outcome 3.1 – Written & oral communication

Outcome 1.2 – Writing Competence

Outcome 2.2 – Critical Thinking

Outcome 3.2 – Self Evaluation

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

The department will collect and analyze data according to the following schedule:

Year	Assessment Activity
AY 2019-20	Recurring Methods: Senior survey; Other Methods: Knowledge (exams/quizzes; homework/sets)
AY 2020-21	Recurring Methods: Senior survey; Other Methods: Writing Competence (papers/reports)
AY 2021-22	Recurring Methods: Senior survey; Other Methods: Quantitative Reasoning (problem sets/projects); Alumni Survey
AY 2022-23	Recurring Methods: Senior survey; Other Methods: Critical Thinking (papers/reports)
AY 2023-24	Recurring Methods: Senior survey; Other Methods: Oral and Written Communication (presentations)
AY 2024-25	Recurring Methods: Senior survey; Other Methods: Self-Evaluation (Reports/ Internship Evaluation); Focus Group

VII. Process for Closing the Loop

Skills developed by students at the University must match those required in the employment marketplace. To that end, the department will use various assessment methods to gain perspective from faculty, students, alumni, and industry stakeholders. The data collected from these stakeholders will be used to evaluate the Agricultural Business major by answering three important questions. (1) Have appropriate student learning outcomes been specified for the major and each course? (2) Does students' measured level of mastery of the outcomes prepare them for professional careers? (3) Do more effective instruments to assess attainment of student outcomes exist?

To this end, annual data will be collected, analyzed, and reported in accordance with the implementation schedule outlined in Section VI. Department faculty, under guidance from the program assessment coordinator, will review and discuss annual assessment report findings during meetings and the annual retreat. If faculty determine opportunities exist to better serve our students, an action plan will be developed and faculty responsibilities will be assigned to implement revisions. The action plan may suggest revision to any of the following: 1) student learning outcomes and the methods for assessment; 2) specific course content; and 3) program curriculum. Subsequent annual reports will identify previous actions taken and additional data collected.