

## **Assessment of Student Learning in Agribusiness Management Systems 2015-2016 Academic Year**

### AMS Learning Outcome Assessment

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

1. AMS students will be able to demonstrate computer skills.
2. AMS students will be able to apply economic information to real world situations.
3. AMS students will be able to think critically and demonstrate problem-solving skills.
4. AMS students will be able to read, comprehend, and analyze basic financial statements and demonstrate basic accounting skills.
5. AMS students will be able to effectively communicate in both an oral and written format.
6. AMS students will be able to demonstrate skills enabling them to work effectively as individuals and in groups.

Tools used for assessment of AMS Management program outcomes include:

1. Successful completion of required courses
  - a. Measures of successful completion may be direct or indirect. Direct measures are based on actual products that students create, or evaluations of their performance. Indirect measures are those not based on products student create and include surveys, interviews, focus groups, scholarships or other awards or honors, and employment placement. Where applicable, rubrics were provided, such as for an oral presentation, for direction and guidance.
2. Capstone Course
  - a. To determine the strengths and weaknesses of AMS students ABM 2903 is required.
3. Internship Employer Surveys
  - a. Internships are an important part of the NCTA education and are used to identify knowledge and skill in farm, ranch, or agribusiness decision-making process with respect to production and financial resources, agricultural pricing and marketing.

### **Course Competency Summary for Assessing AMS Program Outcomes**

In assessing students' learning different aspects of knowledge should be reflected.

- Cognitive objectives focusing on what students know.

- Affective objectives focusing on what students care are able to determine relevancy.
- Behavioral objectives focusing on what students are able to do.

The student learning objectives of AMS envelops these objectives.

AY: 2015-2016				
	<b>ABM 2854 Farm &amp; Ranch MGT</b>	<b>ABM 2503 Ag Decision Analysis</b>	<b>ABM 2903 Entrepreneurship</b>	<b>ABM 2004 Internship</b>
# of students	46	10	16	1
% of course outcomes met	100%	100%	100%	100%
Overall average pass score	100%	100%	100%	100%

While scores recorded as passing observation of confidence in abilities were mixed for students illustrating ability to complete and analyze farm records including identifying fixed and operational costs. Additional time for in-class exercises and examples were noted as methods of addressing previously identified deficiencies. Small group activities that allowed students to develop processes were employed in Farm and Ranch Management to correct shortcomings noted in the previous year's assessment. Overall scores showed a 99% increase in success rate, which can be contributed to this change of instruction on course content. However, current SLOs may be insufficiently specific and not distinguish between skill and behavior.

AY: 2014-2015				
	<b>ABM 2854 Farm &amp; Ranch MGT</b>	<b>ABM 2503 Ag Decision Analysis</b>	<b>ABM 2903 Entrepreneurship</b>	<b>ABM 2004 Internship</b>
# of students	23	7	11	4
% of course outcomes met	60%	100%	100%	100%
Overall average pass score	58.18%	85.7	91%	100%

#### Industry Advisory Council Recommendations

November 2015 the Advisory Council for the AMS Division met. Program learning outcomes and objectives were reviewed. The Council provided the following list of competencies required by the Industry.

- Critical thinkers
- Confident communicators: written and oral
- Learn how to recover from failure

### Use of Results to Improve Student Learning

The AMS Division has begun exploring the methodology used for assessments. A goal of the AMS Division for the next academic year is to review current SLOs to determine if these current outcome objectives are specific and content driven.

SLOs from previous academic years indicate that students are not succeeding in certain learning objectives pertaining to comprehending problems and using analytical skills to complete necessary analysis. Results were mixed in the overall success of the learning objectives in this course. To remedy this more specific learning objectives can be identified to specify definite, observable behavior.