



## Annual Assessment Report 2021-2022

### BS Agribusiness & Food Industry Management Agribusiness & Food Industry Management/Agricultural Science College of Agriculture

#### CONTACT

Name of Program Assessment Lead Jon C. Phillips

Name of Person Completing Report Jon C. Phillips

DISCIPLINARY ACCREDITATION No

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply).

- ☐ We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- ☐ Course Syllabi

#### ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- ☐ 7

**How many SLOs did your program assess this past year in 2021-2022?**

- My program assessed SLOs in AY 2021-2022.

**Please list the SLOs examined**

- SLO #1: SLO 1: Students will be able to describe marketing's strategic role in an agribusinesses organization and design a marketing plan for an agribusiness
- SLO #2: SLO 6: Students are able to apply management, economic, and business theories and principles towards business and regulatory policy problem

**Student Learning Outcome (SLO): SLO 1: Students will be able to describe marketing's strategic role in an agribusinesses organization and design a marketing plan for an agribusiness**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper as part of regular coursework</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>
<ul style="list-style-type: none"> <li>Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>Implemented closing the loop improvement strategies to improve SLO achievement</li> </ul>		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
3	60% or more of artifacts score in the top half of rubric	Yes	The artifacts were marketing plans, which covered the required material in adequate detail

**Student Learning Outcome (SLO): SLO 6: Students are able to apply management, economic, and business theories and principles towards business and regulatory policy problem**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper as part of regular coursework</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>
<ul style="list-style-type: none"> <li>Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>Implemented closing the loop improvement strategies to improve SLO achievement</li> </ul>		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
12	60% or more of artifacts score in the top half of rubric	Yes	Overall, the artifacts met the goals of the assignment, and the assignment matched SLO #6

## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2021-2022? Select all that apply.**

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)

**Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.**

- A committee of program/department faculty
- Program/department assessment committee

**The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2021-2022 so that others may learn from your experiences.**

We held a meeting of tenured/tenure track faculty in early summer. At this meeting, we reviewed which SLOs we needed to assess for 2021 – 22. It worked out nicely that the professors at the meeting taught classes that addressed the applicable SLOs. These professors provided artifacts from two major core classes for the B.S. in Agribusiness & Food Industry Management program. The chair of the department assessment committee coordinated the development of rubrics and the assessment of the SLOs, using the collected artifacts. We were pleased with the assessment results from both sets of artifacts. We had separate meetings with the two instructors involved, going over the assessment results. We came up with ideas to restructure the assignments and better communicate the assignments to the students (e.g., providing an exemplary assignment to the students when assigning the project.) The assessment process and results were quite informative to all parties involved.

**CPP's GI2025 goals What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)**

**Does the program offer a certificate or credential (e.g., teaching credential)?**

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

**Assessment Plan**

No

**Curriculum Matrix**

No