Agribusiness Program - Assessment Plan

Preamble – Importance of Agriculture to Wisconsin and the Upper Midwest Region
Wisconsin’s agricultural industry generates $84 billion in annual revenue, making it the largest industry in Wisconsin. Wisconsin’s agricultural industry means jobs, 22% of the workforce relies directly on agriculture. The dairy industry alone pumps $35,000 per minute into the state’s economy. Each dollar spent by a dairy farmer generates $6 in the local economy at feed mills, local retailers, veterinary clinics, banks, equipment dealers, and more. Wisconsin is a diverse agricultural state. Wisconsin is number one in the United States in total cheese production, dry whey, mink pelts, corn for silage, cranberries, and snap beans for processing; and number two in total milk production, butter, oats, and carrots. Besides Wisconsin, our neighbors in Iowa, Minnesota, Illinois, and Michigan add up to a regional agricultural powerhouse of production, processing, manufacturing, distribution, and sales that is unmatched in the world.

The Agribusiness industry is unique in several ways:

- The manufacturing plant of agricultural raw materials such as milk, corn, and meat is alive and perishable.
- The final consumer product of the industry is the building blocks of life itself – food.
- The product is a universally global need, and is supplied globally.
- The supply chain from raw material to food product requires a complex set of specialized activities and skills to deliver a safe and perishable product to the consumer.
- The industry is absolutely dependent on a symbiotic relationship with the natural world.
- The industry must bear unique risks of weather and disease.
- The raw product supply side of the industry, production agriculture, is one of the very few industries that is commodity-based, i.e., no long-run economic profits, falling real prices, and ever thinning margins.

Purpose of the Program
The UWP mission states, in part, “… to serve the people of Wisconsin” by “providing baccalaureate degree programs which meet primarily regional needs.” The purpose of the Agribusiness program is to serve graduates, parents of graduates, employers, and citizens of the state of Wisconsin and Midwest region. With job placement near 100%, the baccalaureate degree program in Agribusiness is a direct feed into the number one industry of the state and region – Agriculture.

For the graduates, parents, and employers, the purpose and obligation of the Agribusiness program at UWP is that graduates will:

*through the learning and application of business, economic, and agricultural science theories, tools, and processes; and through the development of the “whole” graduate, standout in their preparedness and capacity to compete for desired careers in the agribusiness industry, and be successful at accomplishing both business and personal goals.*
The Agribusiness program will accomplish this obligation through a curriculum structure that includes core agribusiness principles required to be taken by all graduates and also allows graduates to specialize in a minor of their choice or in one of the Agribusiness Areas of Emphasis in:

- Commodity and Price Analysis
- Communications and Marketing
- Management
- Agricultural Engineering Technology
- Comprehensive Program of Study

There is also a minor in Agribusiness to serve graduates in other fields of study.
Agribusiness Program Objectives and Graduate Learning Outcomes (SLO)

Graduates will have the capacity to make and implement sound business decisions because they have gained knowledge and comprehension and have the ability to apply, analyze, synthesize, and/or evaluate as appropriate theories, concepts, tools, and processes in the following overall areas:

- Principles (agribusiness, agricultural science, economic, mathematical, and statistical)
- Communications
- Personal and Professional Development
- Integration and Application

1. **Principles**
   
   **SLO 1**: Graduates will be able to identify, interpret and explain agribusiness, agricultural science, economics, math, and statistics principles.
   
   **SLO 2**: Graduates will, through a variety of tools and processes, be able to apply the principles in analyzing and making management decisions.

Evidence of success includes graduates being able to:

- define, interpret, and implement the functions and roles of management.
- describe and apply commodity marketing and price risk concepts including price fundamentals, basic technical analysis, and strategies of commodity marketing.
- describe and apply identity-based marketing concepts including analyzing customer needs and trends, assessing internal and market characteristics and trends, evaluating firm capacity, and designing and managing market strategy, pricing, distribution, product positioning, and promotion.
- illustrate the symbiotic role of the sales person as consultant, learn how to judge and analyze the needs of a specific situation, and develop a long-run strategy of mutual gain.
- interpret and use economic theories such as production, consumer, demand, supply, optimization, and marginality to explain price movements, trade, profitability, and other social and business decision behaviors and consequences.
- demonstrate the capacity to diagnose and make appropriate management decisions based on an ability to perform and analyze comprehensive financial and investment situations that conforms to GAAP and FFSC standards.
- interpret the general principles of soil and crop science, animal science, and agriculture engineering technology.
- apply appropriate quantitative tools including but not limited to regression, statistical testing, and variance analysis to assess management challenges and make appropriate management decisions.
2. **SLO 3: Communications**  
Graduates will be known by the industry to be ahead of their peers in their ability to effectively communicate orally, in writing, and with and through teams.

Evidence of success include graduates being able to:
   a. appraise and evaluate the functioning of a team and make conclusions as to how it could have functioned better.
   b. analyze and differentiate effective oral and written communications, both their own and of others, and assess how the communication could have been more effective.
   c. demonstrate the capacity to effectively use technology in communications including but not limited to powerpoint and other visual aids, web page design and development, audio, video, and graphics.

3. **SLO 4: Personal and Professional Development**  
Graduates will have consciously mapped their future professional goals, have prepared themselves professionally to meet their goals, and have prepared themselves to integrate social and professional ethics and etiquette behavior into all professional relationships.

Evidence of success include graduates having:
   a. completed a resume and career development plan, and have had it professionally reviewed, by the end of their sophomore year.
   b. completed a personal portfolio for employment by the end of their junior year that includes writing samples, internships and other selected experiences, and examples of leadership, teamwork, developing and carrying out a vision, and independently completing an objective.
   c. completed a professional internship experience.
   d. the ability to define and evaluate ethical behavior, and be known in the industry for their high value of respect, integrity, and politeness in the work place.

4. **SLO 5: Integration and Application (Take them to the Crash Site)**  
Graduates will be able to integrate general education and disciplinary competencies in the analysis and formulation of appropriate business decisions. Key to this is experiential “crash-site” experiences in decision-making including but not limited to case studies, industry interaction, a capstone experience, extracurricular club activities and competitions, and an on-campus student-managed business.

Evidence of success include graduates being able to:
   a. interpret and explain how the global nature of agriculture and current trends of agriculture will impact agribusiness decisions. This will be accomplished through classroom activities, national student exchanges, and study abroad programs.
   b. envision a future direction and make business decisions based on sound strategic assessments of internal and external environments.
   c. describe, construct, and implement the component parts of management planning and the integrative role and value of each component including but not limited to strategic, business, commodity marketing, and identity-based marketing plans.
## Assessment Matrix

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<th>SLO-1</th>
<th>Tool 1</th>
<th>Tool 2</th>
<th>Tool 3</th>
<th>Tool 4</th>
<th>Tool 5</th>
<th>Tool 6</th>
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1 Implemented approximately once every 2 years.