

FY2009 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Agriculture Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The Department of Agriculture offers a single undergraduate degree program, Bachelor of Science in Agriculture, with two undergraduate majors. One is a major in Agricultural Business. The second is a major in Agriculture with program options in Agricultural Education, Agronomy, Animal Science, Beef Cattle Management, and General Agriculture. Prior to the Fall 2004 term the specialized program options were Animal Science, Crop Science, General Agriculture, and Soil Science. No graduate programs are offered within the department, although some discipline-specific coursework may be taken at the graduate level. Instructional facilities include a University Farm laboratory consisting of crop, livestock, and rangeland resources, an indoor livestock arena, and outdoor rodeo grounds. Department personnel include four tenured faculty, one tenure-track faculty, one full-time temporary faculty, one livestock judging team coach/program specialist, one rodeo coach, one assistant rodeo coach, one tenured department chair/University Farm superintendent, one classified administrative assistant, six full-time classified Farm staff, and numerous student hourly and work-study employees.

A. Departmental Mission and Vision Statements

Fort Hays State University is a regional university principally serving Western Kansas. The primary economic base for the FHSU service area is agriculture. The department strives to provide quality academic programs in the areas of agricultural business and the agricultural sciences. Instruction is provided in a high-tech environment utilizing small classes to facilitate a very high-touch learning experience. The department strives to blend adequate scientific theory teachings with appropriate applied learning opportunities. The department assumes responsibility for providing appropriate service to the agricultural community, region, and state. The department has responsibilities

relative to providing meaningful, creative activities benefiting the community, region, and state through workshop development, applied research, and publication.

The mission of the Agriculture major with its specialized options is to provide a foundation of information and theory that will challenge students to realize their genetic and creative potentials, and allow them to seek active and productive careers in the diverse, complex, computer-literate fields in the food and fiber industry. The mission of the major, which is congruent with the missions of the Department of Agriculture and the College of Health and Life Sciences, addresses the rural needs of the service area and provides quality academic programs, new technologies, and a variety of professional and educational services in a caring educational environment. Furthermore, it coincides with the university mission of providing instruction within a computerized environment with opportunities to develop analytical and communication skills to prepare the student for the complex demands of the future.

It is the mission of the Agricultural Business major to provide students with a strong foundation in the basic agricultural sciences with an additional focus on the business principles and concepts needed to successfully cope with the dynamic economic, social, political, international, and environmental policies that influence American agriculture and the food/fiber industries. Inherent to this mission is the emphasis on comprehension, assimilation, and blending of knowledge to encompass not only the complex characteristics of commercial animal and crop production, but also the knowledge of sound business principles and practices applied to agriculture and agricultural business at all levels. The mission of the Agricultural Business major is compatible with, complementary to, and congruent with the missions of the Department of Agriculture, College of Health and Life Sciences, and the university.

B. Departmental Goals, Objectives, and Strategic Priorities

The goals identified in both the Agriculture and Agricultural Business affinity diagrams (Attachment A) focus on the development of graduates who are knowledgeable within the diverse applied and theoretical areas of production agriculture and agricultural business. Students must be well-rounded in their discipline knowledge, and must possess the skills needed to effectively utilize new technologies, work and communicate with peers and business counterparts, seek viable solutions to problems, and implement appropriate changes which will lead to career and financial success.

C. Department Productivity and Distinctive Accomplishments

Faculty received various service-learning grants that provided students with opportunities to participate in community support activities. The granting agencies and respective projects included:

- Kansas Farm Bureau \$300 Ag Education/Leadership Development grant support for a “Myths About Beef” display by the AGRI 610 Beef Cattle Production and Management class (Howell).

- Kansas Farm Bureau \$225 Ag Education/Leadership Development grant support for an insect identification and control booth staffed by the AGRI 305 Agronomic Crop Insects class at the local Home & Garden Show (Gleichsner).
- State Farm Good Neighbor \$1000, Hays Lions Club \$250, and Wal-Mart \$50 grant support for an AGRI 301 Home Horticulture tree and ornamental grass planting effort in Greensburg (Gleichsner).
- WaterLINK \$7,500 grant to create a traveling “Watershed on Wheels” demonstration trailer (Stephenson).
- WaterLINK \$7,500 grant for an AGRI 301 Home Horticulture and AGRI 626 Soil Fertility and Fertilizers “Roll out the rain barrel” project (Gleichsner).
- Midwest Energy \$175 support for an AGRI 301 Home Horticulture landscape maintenance project at the Ellis County Humane Society (Gleichsner).

The department helped co-host the winter Kansas Association of Agriculture Educators meeting this spring by providing an afternoon of educational in-service programs to the Kansas high school agriculture teacher participants.

Bob Stephenson received the Kansas Wildlife Federation’s 2008 Stream Team Award for his water sampling efforts supported by the Big Creek Middle Smoky Hill River Watershed Restoration and Protection Strategies (WRAPS) program.

The department provided resources to assist Pfizer Animal Health with presentation of the Effective Stockmanship and Low Stress Cattle Handling Symposium.

Departmental recruiting included on-campus tours with Ellis High School students and with FFA students from Uniontown High School. Recruiting also occurred at an evening College & Career Fair held at the Cedar Rapids, NE high school.

The department was recognized for its 10-year partnership with the national Agriculture Future of America organization.

FHSU hosted a very successful pig and lamb consignment auction to provide regional youth with access to high-quality show animals for the upcoming 4-H and FFA show season. Brian Lockman, Stephanie Eckroat, and Shelly Vandiver were instrumental at coordinating this event that included participation of numerous students within the agriculture program.

Formal installation activities occurred on campus to recognize the FHSU Alpha Gamma Rho men’s fraternity as the national organization’s newest chapter, Gamma Beta.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Freshmen	40	35	31	32	36
Transfer Students	22	28	23	23	29
Undergraduate (first majors/second majors)	206/2	203/2	186/6	197/2	195/3
Major Retention	62.61%	62.93%	61.88%	69.19%	62.94%
Undergraduate Student Credit Hours	3074	2642	2812	2829	2632
Graduate Student Credit Hours	0	4	8	6	0
Tenured or Tenure-track Faculty (Headcount)	6	6	6	6	6
Non Tenure-Track Faculty (Headcount)	2	2	2	2	2
Other Faculty (Headcount/Sections Taught)	0	0	0	0	0
Undergraduate Degrees	45	44	33	43	42

Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators.

-An increase in number of first-time freshmen

-An increase in the number of first-time transfer students

Number of books, book chapters, and refereed articles published	0	0	1	0	0
Percent of faculty publishing refereed books, chapters, or articles	0	0	16.7%	0	0
Number of non-refereed articles and presentations	2	3	6	1	3
Percent of faculty publishing non-refereed articles or presentations	14.3%	42.9%	50.0%	14.3%	28.6%
Number of scholarly performances and other creative activities	4	3	2	5	2
Percent of faculty in scholarly performances or other creative activities	42.9%	42.9%	28.6%	42.9%	28.6%
Total number of external grant applications submitted/percent of faculty submitting	1/14.3%	6/42.9%	6/33.3%	3/28.6%	9/42.9%
Total number of funded external grants/percent of faculty funded	1/14.3%	5/28.6%	6/33.3%	2/28.6%	8/42.9%

Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators.

-An increased number of external grants submitted

-An increased number of external grants awarded

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
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[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]

Direct Outcome 1

Students demonstrate subject-matter competency in preparation for careers in private industry and corporate business. Indicator: Progress toward competency is reflected in classroom performance assessments (exams, quizzes, homework). Summary departmental grade distribution data shows a rise in students who performed at a level of "C" work or above (86.2%) compared to the previous fall term (82.6%) years (Attachment C). This change suggests that students have rebounded to a comparative level of course comprehension that was observed in recent years.

Direct Outcome 2

The departmental curriculum continues to be ranked as academically stimulating and has a strong active and collaborative learning component. Indicator: Results posted from 15.0% of the department's seniors on the 2008 National Survey of Student Engagement indicate the department ranks below the university average for "Level of Academic Challenge", "Student-Faculty Interaction", "Enriching Educational Experiences", and "Supportive Campus Environment". The strength of this data is somewhat questionable because of the relatively low sample size, but the trends in the data reported over the past three years suggest the need for departmental attention.

Indirect Indicator 1

Student satisfaction with departmental programs, instruction, and curriculum. Indicator: Graduating senior exit survey comments are reviewed regularly and action is taken to address concerns, when necessary. Copies of the most recent surveys are found in Attachment D.

Indirect Indicator 2

The program curricula prepare graduates to meet industry needs. Indicator: Alumni Survey is administered every three years. The most recent survey was conducted on-line in FY '09 and was distributed via e-mail to graduates from the previous 5 years. Responses (n=22) indicated 22.73% lacked adequate preparation for their profession which is a larger percentage compared to the survey conducted three years ago (only one graduate indicated they were still seeking employment). Fewer students were employed outside their major field of study (13.64% versus 28.6% in the previous survey). While 90.91% of respondents indicated their major program of study was "challenging and rigorous", 27.28% indicated they would not encourage prospective students to enroll in a similar major area of study at FHSU. This data appears to correlate highly with a comparable percentage of respondents who indicated they were dissatisfied with the employment opportunities in their chosen profession.

Senior students' Level of Academic Challenge	45.50	42.81	44.03
Senior students' Active and Collaborative Learning	47.79	48.30	50.47
Senior students' Student-Faculty Interaction	48.89	48.57	36.67
Senior students' Enriching Educational Experiences	28.97	30.95	29.84
Senior students' Supportive Campus Environment	58.33	53.97	46.11

Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.

- Fewer graduates are employed outside their major area of study
- The level of active and collaborative learning tends to be increasing in the department's classes

C. Department Quality Initiatives and Results

FY2009 Quality Initiatives	Results
<u>Department Internationalization.</u> Evaluate opportunities for international collaboration with select Russian universities.	Initial communication this past year indicated Russian students would participate in an exchange program with FHSU, but that a tuition break would need to be implemented to make it an affordable consideration. Further negotiations for collaboration with Russian universities did not take place because of the pending resignation of Dr. Andrew Novotorov from the department.
<u>University Farm networking.</u> Link the University Farm facilities with the campus computing network.	Still working with the Computer Center on viable alternatives.

FY2010 Quality Initiatives	Responsible Party, Resources, and Plan
<u>Department curriculum review/revision</u>	Department chair will initiate this review to address low-enrollment concerns and challenges related to the loss of an agricultural business faculty line.
<u>University Farm networking.</u> Link the University Farm facilities with the campus computing network.	The department chair will continue work with the Computer Center on this initiative. Being an infrastructure issue, it is anticipated the project will be funded with monies supplied by the office of Administration and Finance. Consideration is being given to running fiber under 183-bypass to establish a physical point of connection to join the university network and/or integrating a wireless router at the office locations.

D. Institutional Quality Results

FY2009 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	[MEASURABLE RESULTS OF THIS GOAL]
Increase the quantity and quality of K-12 teachers educated	The Agricultural Education program option was implemented in the Fall term that provides a Secondary Education curriculum for teacher certification. Approximately three students entered into this program option.
Improve undergraduate students' foundational skills	[MEASURABLE RESULTS OF THIS GOAL]
Enhance physical wellness of students, faculty, and staff	[MEASURABLE RESULTS OF THIS GOAL]
Internationalize the campus and curriculum	Two courses were taught during the 2009 academic year that exposed students to international business ventures and employment opportunities in agriculture. These courses were titled AGRI 400D International Agricultural Economics and AGRI 400C Global Agriculture Internship. Students were encouraged to consider student exchange programs available in Russia.

III. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

[DISCUSSION OF YOUR DEPARTMENT'S STRATEGIC PLANNING PROCESS. RESULTS OF STRATEGIC PLANNING SHOULD BE RECORDED BELOW. DEPARTMENTS ARE NOT EXPECTED TO ENGAGE IN FORMAL STRATEGIC PLANNING ANNUALLY, BUT SOME SYSTEMATIC STRATEGIC PLANNING MODEL SHOULD BE IMPLEMENTED. IF A SWOT ANALYSIS IS USED, PLACE IN SPACES BELOW; IF A DIFFERENT MODEL IS USED, THEN SUBSTITUTE.]

Current Strengths	Current Needs
<p>Applied curriculum that meets the perceived needs of current and future graduates</p> <p>Relatively high productivity as reflected in SCH/FTE performance measure</p> <p>Close working environment with a group of dedicated group of faculty and staff who focus on a common goal of educating students</p> <p>Real-life experiences among of a number of faculty and staff</p> <p>Hands-on instructional capabilities using the University Farm and indoor arena facilities</p> <p>Alumni support</p> <p>Diverse and active student organizations</p> <p>Scholarship availability for incoming and continuing students</p> <p>Recognition by some industry groups of the high-quality education provided to their potential employees</p>	<p>Capacity workloads for present faculty limit ability to satisfy 60-20-20 requirement (often restricting interest in pursuing professional scholarly endeavors)</p> <p>Excessive student/faculty ratio challenges pedagogical capabilities</p> <p>Faculty sometimes teach outside of their area(s) of expertise because of the small number of faculty and diversity of disciplines represented in the department</p> <p>Lack of cohesiveness among departmental student organizations and their activities</p> <p>Limited scholarly efforts by faculty that contribute to the professional disciplines</p> <p>The lack of open communication and shared mutual respect among departmental personnel</p>
Future Opportunities	Future Threats
<p>Increased interaction with stakeholders because of new program initiatives, such as the beef cattle management and ag education programs</p> <p>Curriculum expansion that possibly includes an ag communications program</p> <p>Recruiting possibilities at regional high schools and community colleges</p> <p>Enhanced instructional capabilities using University Farm resources</p> <p>Optimization of University Farm operations and budgeting procedures</p> <p>The inclusion of one or more agricultural courses into the University General Education program</p>	<p>Ongoing efforts of individual employees to incite unrest and mistrust within the department</p> <p>Declining population within the service region that challenges ability to maintain numbers of first-time freshmen and transfer students</p> <p>Potential for spreading faculty/staff too thin as the department pursues the stated "opportunities"</p> <p>University/administrative attitude and emphasis toward maximum SCH production has a tendency to focus recruiting activities on increased student numbers, not quality</p>

B. Opportunities for Improvement

[NOTE: Short-term OFIs are meant to be low or no-resource quick changes that can favorably impact the department. If these simply replicate what you have declared as a FY2009 Departmental Initiative, then delete this section.]

Short-Term OFI	Resources Required	Expected Result and Completion Date
Academic program marketing	Faculty time, student time, funding for printing	Revision of the departmental brochure to incorporate all program options and the new university branding design. Development of a brochure to highlight and market the Beef Cattle Management program. Time frame: 1 year
Linking students with Career Services	None	Campus recruiters recognize the existence of a qualified applicant pool and commit their resources to recruit FHSU students. Also, students will better utilize the services provided by this office. Time frame: 2 years

[NOTE: Long-term OFIs are meant to be resource-intensive changes requiring permanent or one-time resources that can favorably impact the department over the long-term.]

Long-Term Strategic Initiatives	Resources Required	Expected Result
Strengthen stakeholder support for programs, specifically beef cattle management and agricultural education	Travel funding and possible faculty reassigned time	Should strengthen potential student interest in attending FHSU and build program credibility. Time frame: 3 years
Instructional facilities and operating equipment upgrades	Funding to perform facilities modifications and to acquire new operating equipment	Modernization of facilities as well as improved staff, faculty, and student perception. Time frame: 4 years

IV. SUPPORTING MATERIALS**A. Department Degree Program Affinity Diagram(s)**

See Attachment A

B. Department Staffing Plan

See Attachment B

C. Bibliography of Departmental Scholarly Activity

NONE

D. Department Program Assessment Results

Faculty Grade Distribution Summary – See Attachment C

Senior Exit Interview Resources – See Attachment D

Alumni Survey – See Attachment E

E. Other Departmental Information

NONE

COLLEGE OF HEALTH AND LIFE SCIENCES
Affinity Diagram for Degree Programs

What are the elements/building blocks of a B.S. degree program in Agricultural Business that will meet the educational needs of the prospective Agricultural Business major?

Characteristics of Agricultural Business Majors	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p><u>Knowledgeable</u> Aware of the theoretical and applied principles of science and politics that influence agricultural businesses.</p> <p><u>Analytical</u> Ability to apply problem-solving skills and effectively evaluate financial and operational agricultural business procedures and/or information.</p> <p><u>Progressive</u> Explore new ideas and technology. Computer competent.</p> <p><u>Environmentally Conscious</u> Aware of sustainable production systems and global wellness.</p> <p><u>Skilled Communicators</u> Ability to effectively communicate in written and oral form. Recognize cultural diversity in communication.</p> <p><u>Career Capable</u> Prepared to enter the highly competitive job search arena.</p> <p><u>Globally Aware</u> Understand global agriculture and its importance.</p>	<p><u>Goal</u> Integrate knowledge of current scientific, business, and economic theory and techniques with practical application within sustainable agricultural environments.</p> <p><u>Goal</u> Demonstrate subject-matter competency in preparation for careers in agricultural business.</p> <p><u>Goal</u> Develop strong written and oral communication skills through presentation and teamwork. Develop skills necessary for successful careers in culturally diverse work environments.</p> <p><u>Goal</u> Develop critical thinking and reasoning skills. Demonstrate problem-solving skills with application to real-life scenarios.</p> <p><u>Goal</u> Demonstrate an understanding of global agriculture.</p> <p><u>Goal</u> Demonstrate leadership skills.</p>	<p><u>Program Core Curriculum</u> <i>Develops Knowledge</i> AGRI 111 Animal Science AGRI 112 Agronomic Crop Science AGRI 113 Introduction to Agribusiness</p> <p>AGRI 211 Marketing Farm Products AGRI 214 Principles of Feeding AGRI 215 Soils</p> <p><i>Develops Skills</i> AGRI 311 Farm Management AGRI 320 Fund of Agri Commodity Marketing AGRI 410 Agricultural Finance AGRI 456 Agri Resource Valuation</p> <p><i>Develops Perspective</i> AGRI 314 Agricultural Policy AGRI 321 Agricultural Law</p> <p><i>Develops Knowledge, Skills & Perspective</i> AGRI 470 Agbus Firms Mgmt/ Mkt Additional cognate courses in business and management. BCOM 301 Business Comm. AGRI 316 Ag Mgmt Practicum</p>	<p><u>Graduate exit survey:</u> All graduates will be administered an exit survey prior to graduation.</p> <p><u>Alumni survey:</u> A sample population of graduates will be surveyed at three-year intervals.</p> <p><u>Class examinations:</u> Student subject-matter competency will be evaluated through administration of regular tests in the classroom.</p>	<p>Graduates appear to be satisfied with program and are prepared to enter the career workforce.</p>	<p>None at the present time.</p>

COLLEGE OF HEALTH AND LIFE SCIENCES
Affinity Diagram for Degree Programs

What are the elements/building blocks of a B.S. degree program in Agriculture that will meet the educational needs of the prospective Agriculture major?

Characteristics of Agriculture Majors	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p><u>Knowledgeable</u> Aware of the theoretical, scientific, and applied principles that influence decisions in the agriculture industry.</p> <p><u>Analytical</u> Ability to apply problem-solving skills and effectively evaluate financial and operational agricultural business procedures and information to achieve optimal productivity.</p> <p><u>Progressive</u> Challenge traditional practices and readily accept technological advances.</p> <p><u>Environmentally conscious</u> Aware of sustainable production systems and global wellness.</p> <p><u>Skilled Communicators</u> Can interact effectively using written, verbal, and non-verbal skills.</p> <p><u>Career Capable</u> Prepared to enter the highly competitive job search arena.</p> <p><u>Globally Aware</u> Understand global agriculture and its importance.</p>	<p><u>Goal</u> Integrate knowledge of current scientific, business, and economic theory and techniques with practical application within sustainable agricultural systems.</p> <p><u>Goal</u> Demonstrate subject-matter competency in preparation for careers in agriculture.</p> <p><u>Goal</u> Develop strong communication and interpersonal relationship skills to function in an environment of multicultural diversity.</p> <p><u>Goal</u> Demonstrate critical thinking and problem-solving skills with application to real-life scenarios.</p> <p><u>Goal</u> Demonstrate the ability to prepare effective job search/application materials for a competitive market.</p> <p><u>Goal</u> Demonstrate an understanding of global agriculture.</p> <p><u>Goal</u> Demonstrate leadership skills.</p>	<p><u>Program Core Curriculum</u> <i>Develops Knowledge</i> AGRI 111 Animal Science AGRI 112 Agronomic Crop Science AGRI 113 Introduction to Agribusiness AGRI 211 Marketing Farm Products</p> <p><i>Develops Skills</i> AGRI 220 Agricultural Accounting AGRI 311 Farm Management</p> <p><i>Develops Perspective</i> AGRI 321 Agricultural Law AGRI 475 Seminar</p> <p><i>Develops Knowledge, Skills & Perspective</i> All courses within major options of agricultural education, general agriculture, animal science, agronomy, and beef cattle management.</p>	<p><u>Graduate exit survey:</u> All graduates will be administered an exit survey prior to graduation.</p> <p><u>Alumni survey:</u> A sample population of graduates will be surveyed at three-year intervals.</p> <p><u>Class examinations:</u> Student subject-matter competency will be evaluated through administration of regular tests in the classroom.</p>	<p>Graduates appear to be satisfied with program and are prepared to enter the career workforce.</p> <p>Feedback from stakeholders indicates an interest in supporting development of an ag education secondary education program of study.</p>	<p>Ag ed program has added to the curriculum.</p>

College of Health and Life Sciences
Department Staffing Plan and Assignments (Academic Year 2009)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<i>Position Number</i>	<i>Projected Department Needs</i>	<i>Faculty Member</i>	<i>Current Faculty Expertise</i>	<i>Assigned Instructional FTE's</i>	<i>Current Rank (Date)</i>	<i>Degree</i>	<i>Track</i>	<i>Year Entered FHSU Service</i>
118091-004	Animal Science – Reproductive Physiology, General Livestock Production	G. Brower	Anatomy & Physiology Horse Production Swine Production Reproduction Physiology	1.0	Associate Professor 1976	Ph.D.	Tenured	1976
118091-008	Animal Science – Livestock Evaluation, Livestock Judging	B. Curry	Livestock Selection & Evaluation	0.5	Program Specialist 2007	M.S.	Non-Tenure Track	2007
118091-007	Agricultural Business- Policy, Accounting, Farm Management	M. Glaze	Agricultural Accounting Farm Management Agricultural Policy Agricultural Marketing Case Studies	1.0	Instructor 2004	M.S.	Non-Tenure Track	2004
118091-005	Agronomy – Soils, Weed Science	J. Gleichsner	Soils Home Horticulture Crop Insects & Diseases Cereal, Fiber & Oil Crops Weed Science Crop Improvement Soil Fertility & Fertilizers	1.0	Associate Professor 1988	Ph.D.	Tenured	1988
118091-001	Animal Science – General Agricultural Business-Law	J. Greathouse	Animal Science Livestock Selection & Evaluation Beef Cattle Production Animal Nutrition Agricultural Law	1.0	Associate Professor 1996	Ph.D.	Tenured	1996
118091-006	Animal Science – Nutrition, Genetics, General Livestock Production	B. Howell	Beef Cattle Production Genetics Animal Nutrition Dairy Cattle Production	1.0	Associate Professor 2004	Ph.D.	Tenured	1998
118091-002	Agricultural Business- Appraisal, Marketing, Finance	A. Novotorov	Marketing Farm Products Agricultural Commodity Marketing Int'l Ag Economics Agricultural Resource Valuation Agricultural Firms Management Agricultural Finance	1.0	Assistant Professor 2006	Ph.D.	Tenure-Track	2006
458011-002	Rodeo Coach	C. Rumford			Rodeo Coach	B.S.	Non-Tenure Track	2008

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<i>Position Number</i>	<i>Projected Department Needs</i>	<i>Faculty Member</i>	<i>Current Faculty Expertise</i>	<i>Assigned Instructional FTE's</i>	<i>Current Rank (Date)</i>	<i>Degree</i>	<i>Track</i>	<i>Year Entered FHSU Service</i>
458011-001	Assistant Rodeo Coach	R. Russell			Asst. Rodeo Coach	B.S.	Non-Tenure Track	2008
118091-003	Agronomy – General Crop Production, Plant Physiology	R. Stephenson	Agronomic Crop Science & Physiology Pasture & Forage Crops Agronomic Crop Production Agricultural History Soil & Water Management Development & Classification of Soils	1.0	Associate Professor 1988	Ph.D.	Tenured	1988

Agriculture Faculty Grade Distribution Summary

Semester	% A's	% B's	% C's	% D's	% U's	% I's	% WP	% WF	Total Students
Spring 2009									
Fall 2008	30.7	34.6	20.9	7.8	4.1	0.6	1.2	0	488
	86.2%								
Spring 2008	25.6	31.8	25.4	8.1	7.6	1.2	0.2	0	406
Fall 2007	27.9	33.8	20.9	7.9	5.8	2.6	0.9	0	530
	82.6%								
Spring 2007	23.2	37.7	25.5	9.5	3.4	0.5	0	0.2	440
Fall 2006	32.0	33.8	21.1	6.6	4.7	1.4	0.0	0.4	512
	86.9%								
Spring 2006	21.8	35.8	30.0	7.5	4.6	0.0	0.2	0.0	413
Fall 2005	23.7	35.9	26.8	6.8	2.9	1.2	1.5	1.2	518
	86.4%								
Spring 2005	21.3	38.1	25.6	9.9	3.2	0.4	0.8	0.6	493
Fall 2004	25.3	35.9	25.5	7.0	4.0	0.2	1.4	0.7	569
Spring 2004	26.3	35.6	25.1	6.9	5.1	0.8	0.0	0.2	475
Fall 2003	23.7	26.9	28.9	10.9	6.2	0.6	0.6	2.2	695
Spring 2003	21.4	30.7	29.0	11.3	4.7	1.2	0.3	1.4	576
Fall 2002	21.1	32.2	30.0	12.9	1.7	0.3	0.8	1.1	659
Spring 2002	26.7	27.4	27.2	12.4	3.5	1.6	0.7	0.4	547
Fall 2001	22.5	32.6	27.5	11.4	4.3	1.0	0.5	0.3	728
Spring 2001	26.3	28.6	27.9	10.7	2.9	0.7	0.4	2.5	559
Fall 2000	24.3	30.5	27.8	11.5	3.6	0.6	0.5	1.2	771
Spring 2000	25.3	34.0	29.0	8.5	1.8	0.6	0.5	0.3	656
Fall 1999	30.8	28.7	28.9	8.3	1.6	0.7	0.9	0.1	876
Spring 1999	25.5	31.7	29.3	10.6	2.2	0.3	0.0	0.4	728
Fall 1998	31.0	25.8	29.3	10.4	1.8	1.1	0.4	0.4	830
Spring 1998	25.2	25.4	30.4	12.8	5.8	0.3	0.0	0.0	654
Fall 1997	30.6	24.7	29.8	10.9	3.8	0.2	0.0	0.0	850
Spring 1997	28.2	26.3	28.6	10.8	5.7	0.4	0.0	0.0	688
Fall 1996	19.5	28.3	33.1	14.0	4.9	0.1	0.0	0.0	830
12 year raw avg	25.4	31.3	27.6	9.9	4.0	0.8	0.4	0.6	

**EXIT INTERVIEWS
Fall, 2008**

17 surveys were mailed and 5 were returned.

Major: Agricultural Business – 1
Agronomy Option - 2
Beef Cattle Management Option – 2

What will be your career following graduation (employer, job title, etc.)? What is your starting salary (specify \$/hr, \$/month, or \$/year)?

Agronomist at a Co-op.
Partner of Klein Farms & owner of Klein Ranch. \$28,000 year.
Larson Angus Ranch, ranch & farm hand, marketing director for seedstock unit. \$30,000/year.
N/A.
Ag Valley Co-op Norton KS. Soils Agronomist. \$40,000 + commission bonus.

Did you obtain your position using the Career Services office here at FHSU?

No – 3.

What was your most enjoyable AGRICULTURE class? Why?

Agronomic Crop Production, I felt like I learned practical knowledge that I will use after school.

Beef Cattle Management because we were able to discuss the cattle industry openly. Also the guest speakers. Ag law and Range Management were two of my other favorites.

Reproduction, because I am also an ABS Rep for southwest Kansas. I do a lot of AI, Preg Checking, and will be taking an Embryo Transfer School, this class was very beneficial.

Ag History – Interesting class, laid back and fun. Dr. Bob made the class fun. Feeds – overall good class. Easy to understand and the tests were fair and it made it easier to learn from.

Animal Science – It was challenging but the teacher didn't resight(sic) notes to use everyday, you engaged us to be apart of the lecture & class & not a filled seat in the room. Plus you had actual knowledge of the subjects discussed & your excitment(sic) for the course was obvious & that rubs off.

What was your least enjoyable AGRICULTURE class? Why?

Cereal, Fiber, & Oil Crops, there seemed to be alot(sic) of information to get through in a semester.

Principles of Feed & Feedlot. I thought the class did not cover the adquate(sic) material.

Genetics, I study genetics in real Cattle Management at least an hour a day, I feel there was much more important things that could have been studied in class, I also don't feel Dr. Howell knew enough about genetics to teach the class.

International Ag Economics – Didn't learn much in this class.

I didn't have just one class. There was several under the Agronomy curriculum(sic). B/c video's(sic) are nice to express a point from time to time, but not to teach the course w/. Otherwise what's the purpose of on campus classes. Also it seemed that their enthusiasm(sic) for the subject at hand was gone. They had become an instructor and not a teacher. Lastly the information learned could have been more relative.

What have you liked most about your AGRICULTURE education at FHSU?

All of the professors and instructors in the department have been very helpful in and out of class.

Students(sic), small classes and professors(sic). Mick Glaze does a great job!

My internship at R. A. Brown Ranch.

A few good teachers. Small classes.

For the most part I've enjoyed the people in the Ag Department both students & some faculty. I came to FHSU and not Manhattan B/c I still wanted the small class relationship & first name basis w/ my teachers. At Hays I always felt like it was home and that I had teachers that really cared about my success as a student & young man.

What have you liked least about your AGRICULTURE education at FHSU?

There aren't really very many Ag electives you can take.

Dr. Howell being an inductor(sic) at FHSU. I feel she does not challenge students(sic). She also does not grade fairly or give student(sic) respect. She is only holding back the department.

I feel that some professors were teaching courses they were not qualified to teach.

Wish I would have learned more in marketing and commodities. Buying and selling commodities.

I disliked the assumption that a PHD(sic) in Agriculture makes you a good teacher. All that it says to me is your(sic) a good student. And some may need to be reminded of that. I don't like the removal of advisor involvement in scheduling your class schedules, especially w/ several classes only being offered Spring or Fall, this leaves a lot of room for mistakes in scheduling classes. And extra semesters – Extra money.

What would you like to see changed (or remain the same) in the AGRICULTURE department?

I would like to see more Ag electives offered every semester.

Remove Dr. Howell from FHSU. I would like to see more involvement with students(sic) going out to Farm, Ranch, dairy and swine unit. Their(sic) needs to be more interaction.

See above question. (I feel that some professors were teaching courses they were not qualified to teach).

I like to learn by doing. Getting out of the class to learn about agriculture is always fun.

I would like to see the Agronomy instructor change their lectures to be more current. Things have changed since the lectures were developed in the 80's. I hope that they ingage(sic) the students more & stop reading to them, they'll only fall asleep. Get some experience with the new technology of the industry. Variable rate technology, GPS, feed treatments, new chemicals & technology. Things have changed!

Were you an active member of any department organization(s) (Alpha Gamma Rho, B&B, DTA, Ag. Business, or Rodeo)?

No.

Alpha Gamma Rho, B&B.

Rodeo until I had an accident.

DTA.

Not as active as I wish now I had been. Looking back I know I missed out on a lot of good times w/ classmates.

Did you have a part-time or full-time job during one or more semesters while at FHSU? If so, how many hours did you work each week?

Just went home on weekends.

Yes – 20 hours.

3 jobs. Larson Angus Ranch, Bill Hoffman, ABS. I worked variably between seasons anywhere from 40-70 hours a week (including weekends).

Part-time. 15 hrs.

Part & full time job every semester I was in Hays. Usually 30 to 40 hours a week. Wouldn't have made it if I hadn't.

Other comments?

It would have been nice to know that my teachers had done actual industry work in Agriculture & not some from BS to masters to PhD(sic) strait(sic) through. There's no replacement for working knowledge and industry experience, i.e., Mr. Glaze – it helps to relate w/ him on issues. Also, the instructors have several former students in the industry in the area that they or should feel comfortable to call on for advice or a little bit of further education w/ the changes in the industry. And be up to date with new chemicals, fertilizers & seed treatments. Basically be willing to stay up-to-date with the technology. After all its this technology that the students will be required to know & use when they enter the working sector. Thank you.

EXIT INTERVIEWS Spring, 2009

28 surveys were mailed and 11 were returned.

Major: Agricultural Business – 6
Agronomy Option - 4
Beef Cattle Management Option – 1

What will be your career following graduation (employer, job title, etc.)? What is your starting salary (specify \$/hr, \$/month, or \$/year)?

Still looking.

Farmer. ?.

I will be a crop consultant working for Crop Production Services. \$43,500/year.

ADM. Grain Elevator Manager. \$44,000.

Production Ag. \$48,000/yr salary.

Farming.

Trent Knobbe – Ranch/Farm hired hand. \$30,000.

\$35,000/yr.

\$12/hr.

I am not sure yet.

Certified Crop Consultant, Servi-Tech. \$36,000 a year.

Did you obtain your position using the Career Services office here at FHSU?

Yes – 2

No – 7

What was your most enjoyable AGRICULTURE class? Why?

I enjoyed most all of the agriculture courses. I learn best with hands on learning. So, they were my most enjoyable. Feedlot because of the contacts made and what I learned during the field trips. Farm Management was very practical as well as Ag. Law.

Agronomic Crop Production, because it was taught by Dr. Bob, it allowed us, as students, to look at every aspect of each crop, and it was very hands on.

The most enjoyable agriculture class I have had would be my crop production class because it sums up all the information I have learned in my other agronomy classes.

I cannot say I have a favorite class. All of my classes have been good but I have really enjoyed the classes with students leading the discussions and bringing their own experiences to the classes.

Crop production, I enjoyed the speaker we had a hearing about these operation(sic).

Ag resource valuations. I enjoyed the subject and learned a lot.

Nutrition and Repro were my favorite classes by far. They are the ones that I got some practical knowledge out of that I can use later. Techniques and Technologys(sic) was good too.

Can not pick one there was thing I enjoyed about all of them(sic).

Soils, because it was challenging and interesting. I am interested in crops, so this made it more enjoyable.

My favorite Ag class was Principles of Feeding. This was my favorite because I learned a lot of useful information.

Crop Science with Dr. Bob Stephenson. I really enjoyed this class because it directly pertains to my career and my background of farming my entire career.

What was your least enjoyable AGRICULTURE class? Why?

International Ag Economics was my least enjoyable because of lack of information learned. It was also a class that was mostly taught by video, which is not my favorite way to learn.

Hard choice, but maybe Home Horticulture because it didn't deal with crop production.

My least enjoyable agriculture class I would have to say was Cereal, Fiber & Oil crops. The reason being is we had a lot of class work a little too much for the class. We had a presentation to give and the(sic) at the end of the semester for our service learning we had to do bread in a bag at one of the local schools. We didn't have enough time at the end of the semester to get it done.

Any class taught by Dr. Novotorov. His classes were not challenging and he did not teach the material.

Seminar – I do not believe that career fair assignments and mock interviews should be required.

Soils, I did not like Gene(sic) Gleichsners, as a teacher.

Beef Prod. Was just so basic and easy that it was a waste of my time.

Seminar, speeches make me nervous and I don't like talking in front of groups. Also, Ag Law was a tuff class, only because of all the case studies.

Agribusiness Firms Marketing & Management. Reasons are too many field trips, information provided by instructor was unclear and hard to understand how it all ran together.

My least favorite Ag class was Marketing Farm Products. I didn't feel like I got much from the class.

Global Ag. Internship with Dr. Novotorov. I took this class my last semester and I already had worked an internship before, so I really didn't learn that much.

What have you liked most about your AGRICULTURE education at FHSU?

The friends and contacts that were attained. Also the many field trips and Ag Business trips I went on. Also the quality of education I got at FHSU in the Agriculture field. The many experiences that I have and the memories in Albertson Hall, will stay with me for a lifetime.

The faculty, the sizes of class, the hands on learning and just the fact that I could continue my education in the field of agriculture.

What I liked the most was the smaller class sizes. If I had a question then I could ask. I Also liked the smaller class sizes because I was able to know everyone in the class and became friends with them.

How the teachers are so willing to help us either about class or life.

Field trips, speakers, and service learning projects.

For the most part everyone in the department was really easy to get along with.

Being able to learn to preg check. And being able to say that most of the professors know me personally now.

All the teachers are willing to help the students and they actually get to know the students. Also, even when a couple of classes seemed similar there was still new information to learn. Out of classroom learning activities! The great faculty, along with the overall atmosphere of students and faculty.

I enjoyed the people and the teachers. I also enjoyed the rodeo team. I had a lot of fun this year and learned a lot.

The opportunities to get beyond the classroom work and get out in the Ag. Industry to see what is going on in the world of Ag.

What have you liked least about your AGRICULTURE education at FHSU?

I enjoyed all of my education at FHSU.

The only complaint I have is my Ag Finance, farm commodity marketing and marketing farm products classes. I like Dr. Novotorov very much and the other students do too as well, mainly b/c he's easy & nice) but I did not learn near as much as I wanted too(sic) by voluntarily taking these ag business courses.

What I least liked was the fact that I could not miss class if I had to be out of town or go to a job interview. I do not understand why I can't go to a job interview and make up any missed work from that day.

In some classes the Instructors teach the class from the book and I feel that information is good but not practical to use when we leave college.

Seminar. I don't think this class should be required for everyone.

There were a few classes I didn't care for but not bad for the most part.

Not get more hands on experience even we have the facilities to do it we just don't use them enough.

There was nothing that I did not like.

There is honestly nothing I can think of that I really disliked.

Nothing, that I can think of. I really enjoyed it all for the most part.

The one thing I really didn't like is the repeated material from the beginning 100 level and the upper division courses.

What would you like to see changed (or remain the same) in the AGRICULTURE department?

The student-faculty relations and support is something I was amazed at when compared to other departments at FHSU, that is something that I hope will never change. One thing I would have liked is to utilize the University Farm in more classes and more than one activity or assignment per class.

I wasn't an ag business major, but I would have wished to learn more in Dr. Novotorov's classes. I took Commodity Marketing to learn about the markets & prepare me for a career as a farmer, but did not gain much insight in these classes.

One thing I would like to see changed in the Ag. Department would be updated computers. Right now there are too many programs on the computers in the lab. It takes at least ten minutes for them to boot up wasting class time.

I would like to see the number of field trips limited since these trips take us away from our other classes or work.

I really enjoyed how my ag class(sic) were tough and the staff in the ag department.

I think that most of it can remain the same.

I would like to see more hands on out on the farm and beef unit. I would also like to see an ag commodity marketing class required.

The teachers are great and the way the(sic) adjust their teaching styles to fit the group of students they are teaching.

I would like to see more interactiveness between clubs, most clubs don't know if the others are having activities which causes over scheduling.

I can not think of any major changes that should be done.

I would like to have even more hands on experience and new technology courses with equipment evolving in the world of Agriculture.

Were you an active member of any department organization(s) (Alpha Gamma Rho, B&B, DTA, Ag. Business or Rodeo)?

Ag Business Club.

Alpha Gamma Rho, Agronomy Club.

No I was not.

AGR, Ag Business Club, DTA.

Agronomy Club – 2.

No, but I was an active member of the Shooting Team & Club.

DTA for a couple of semesters.

Ag. Business Club, & DTA.

Yes, I was a member of DTA and Rodeo Team.

Yes, Ag-Business Club 2 years. DTA 1 year. Agronomy Club 1 year.

Did you have a part-time or full-time job during one or more semesters while at FHSU? If so, how many hours did you work each week?

Yes – 20-25 hours per week.

Worked on various farms throughout my time here at FHSU. 20 hrs/week.

I've been at FHSU for two years now and I have always had a part-time job working 20 to 30 hours a week.

No - 3.

I had a full time job all four years. I average 20-30 hrs a week and 40-50 hrs during fall harvest.

Two part-time jobs; 24-38 hrs/week (total).

Yes, 20-25 hours/week.

Yes, I worked anywhere from 20-25 hours a week.

Part-time job all semesters 20 hrs a week.

Other comments?

Thank you so much for your efforts and time spent in helping me and my fellow classmates and for efforts to always improve quality of learning at FHSU.

None.

**Summary: College of Health and Life Sciences Alumni Survey
Department of Agriculture**

Please indicate the FHSU academic department from which you earned your most recent degree:

Response	Response Count	Percentage
Agriculture	22	100 %
Totals	22	

Gender

Response	Response Count	Percentage
Male	15	68.18 %
Female	7	31.82 %
Totals	22	

Most recent degree received from FHSU:

Response	Response Count	Percentage
Bachelors Degree	22	100 %
Totals	22	

Year most recent degree was received.

Response	Response Count	Percentage
2004	4	18.18 %

2005	<u>8</u>	36.36 %
2006	<u>4</u>	18.18 %
2007	<u>4</u>	18.18 %
2008	<u>2</u>	9.09 %
Totals	22	

Age at time of graduation:

Response	Response Count	Percentage
20-23	<u>18</u>	81.82 %
24-29	<u>4</u>	18.18 %
Totals	22	

Status at time of initial enrollment at FHSU:

Response	Response Count	Percentage
Freshman	<u>13</u>	59.09 %
* Transfer	<u>9</u>	40.91 %
Totals	22	

*If a transfer student, transferred from:

Response	Response Count	Percentage
Community College	<u>8</u>	36.36 %
4-Year College/University	<u>1</u>	4.55 %
Totals	22	

Please indicate below if you have earned an advanced degree since leaving FHSU. (Mark all that apply)

Response	Response Count	Percentage
No additional degrees	<u>21</u>	95.45 %
Totals	22	

Please identify your current employment status.

Response	Response Count	Percentage
self-employed	<u>1</u>	4.55 %
Employed in major field of study	<u>17</u>	77.27 %
Employed outside of major field of study	<u>3</u>	13.64 %
Still seeking employment	<u>1</u>	4.55 %
Totals	22	

If employed, please check the range that indicates your current annual salary:

Response	Response Count	Percentage
\$<25 K	<u>1</u>	4.55 %
\$25-39K	<u>9</u>	40.91 %
\$40-49K	<u>6</u>	27.27 %
\$50-74K	<u>5</u>	22.73 %
Totals	22	

I have been satisfied with the employment opportunities in my chosen profession.

Response	Response Count	Percentage
Strongly Agree	<u>5</u>	22.73 %
Agree	<u>11</u>	50.00 %
Disagree	<u>5</u>	22.73 %
Strongly Disagree	<u>1</u>	4.55 %
Totals	22	

I currently work/reside:

Response	Response Count	Percentage
In Kansas	<u>18</u>	81.82 %
In the U.S., outside of Kansas	<u>4</u>	18.18 %
Totals	22	

My education adequately prepared me for employment in my profession.

Response	Response Count	Percentage
Strongly Agree	<u>2</u>	9.09 %
Agree	<u>15</u>	68.18 %
Disagree	<u>4</u>	18.18 %
Not Applicable	<u>1</u>	4.55 %
Totals	22	

I feel comfortable contacting program faculty for consultation regarding professional and/or employment related issues.

Response	Response Count	Percentage
Strongly Agree	<u>1</u>	4.55 %

Agree	<u>11</u>	50.00 %
Disagree	<u>7</u>	31.82 %
Not Applicable	<u>3</u>	13.64 %
Totals	22	

My academic major program was challenging and rigorous.

Response	Response Count	Percentage
Strongly Agree	<u>1</u>	4.55 %
Agree	<u>19</u>	86.36 %
Disagree	<u>2</u>	9.09 %
Totals	22	

My education helped me to develop my critical thinking skills.

Response	Response Count	Percentage
Strongly Agree	<u>2</u>	9.09 %
Agree	<u>15</u>	68.18 %
Disagree	<u>5</u>	22.73 %
Totals	22	

My academic major program was flexible enough to meet individual needs.

Response	Response Count	Percentage
Strongly Agree	<u>3</u>	13.64 %
Agree	<u>15</u>	68.18 %
Disagree	<u>2</u>	9.09 %

Strongly Disagree	<u>2</u>	9.09 %
Totals	22	

My academic program had adequate practicum/internship/clinical/apprenticeship experiences.

Response	Response Count	Percentage
Agree	<u>15</u>	68.18 %
Disagree	<u>4</u>	18.18 %
Strongly Disagree	<u>2</u>	9.09 %
Not Applicable	<u>1</u>	4.55 %
Totals	22	

The laboratory/clinical resources available in my academic program were adequate.

Response	Response Count	Percentage
Strongly Agree	<u>1</u>	4.55 %
Agree	<u>17</u>	77.27 %
Disagree	<u>2</u>	9.09 %
Not Applicable	<u>2</u>	9.09 %
Totals	22	

The instruction provided in my academic program was of high quality.

Response	Response Count	Percentage
Strongly Agree	<u>4</u>	18.18 %
Agree	<u>13</u>	59.09 %
Disagree	<u>5</u>	22.73 %

Totals	22	
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I received appropriate academic advising from my academic department.

Response	Response Count	Percentage
Strongly Agree	<u>2</u>	9.09 %
Agree	<u>17</u>	77.27 %
Disagree	<u>2</u>	9.09 %
Strongly Disagree	<u>1</u>	4.55 %
Totals	22	

I received appropriate career counseling from my academic department.

Response	Response Count	Percentage
Agree	<u>13</u>	59.09 %
Disagree	<u>6</u>	27.27 %
Strongly Disagree	<u>3</u>	13.64 %
Totals	22	

My academic department provided me with appropriate opportunities for involvement in research and scholarly inquiry.

Response	Response Count	Percentage
Agree	<u>10</u>	45.45 %
Disagree	<u>7</u>	31.82 %
Strongly Disagree	<u>2</u>	9.09 %
Not Applicable	<u>3</u>	13.64 %

Totals	22	
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My academic department provided me with appropriate opportunities for involvement in community or professional service.

Response	Response Count	Percentage
Strongly Agree	<u>3</u>	13.64 %
Agree	<u>12</u>	54.55 %
Disagree	<u>4</u>	18.18 %
Strongly Disagree	<u>2</u>	9.09 %
Not Applicable	<u>1</u>	4.55 %
Totals	22	

My academic department has maintained appropriate contact with alumni.

Response	Response Count	Percentage
Strongly Agree	<u>1</u>	4.55 %
Agree	<u>10</u>	45.45 %
Disagree	<u>6</u>	27.27 %
Strongly Disagree	<u>3</u>	13.64 %
Not Applicable	<u>2</u>	9.09 %
Totals	22	

Based on my experience, I would encourage prospective students to enroll in my major area of study at FHSU.

Response	Response Count	Percentage
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Strongly Agree	4	18.18 %
Agree	12	54.55 %
Disagree	4	18.18 %
Strongly Disagree	1	4.55 %
Not Applicable	1	4.55 %
Totals	22	

Please provide any comments regarding your academic program that you feel would be helpful in the section provided below.

View	Response
	In my profession FHSU is a good "stepping" stone but if someone was going into my profession, I'd almost advise them to look else where or at least finish up else where.
	I was treated very well, only wish I would of taken more classes
	The Animal Science program at Fort Hays State University is very limited in class availability. Not all classes are offered every semester and almost always one section was offered for courses. This makes it awfully hard to plan accordingly to get your classes to fall in such a manner that an individual can graduate in 4 years.
	encourage internships or require employment while in school in field to gain hands on knowledge to make sure your field of choice is right for you.
	While the agronomy and ag business side of the Ag Department I feel are strong, from past experience and knowledge there needs to be a change in management for the department. Along with this the way the school farm is operated and incorporated into classroom activities needs to be evaluated.
	liked the smaller class sizes and interaction with teachers that knew my name

I am interested in pursuing additional coursework through FHSU.

Response	Response Count	Percentage
Yes	4	18.18 %
No	18	81.82 %

Totals	22	
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If yes, which of the following would best meet your needs?

Response	Response Count	Percentage
Graduate coursework leading to a degree	<u>1</u>	4.55 %
Undergraduate coursework leading to a degree	<u>2</u>	9.09 %
Totals	22	

Preferred delivery method:

Response	Response Count	Percentage
On-campus/face to face coursework	<u>2</u>	9.09 %
Virtual/distance education coursework	<u>4</u>	18.18 %
Totals	22	

Once again, please indicate the FHSU academic department from which you earned your most recent degree:

Response	Response Count	Percentage
Agriculture	<u>22</u>	100 %
Totals	22	