

FY2013 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. A two year Associate of General Studies degree, with an emphasis in Agricultural Studies, also is available from the university. 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 three tenured faculty, two 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, five 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, Southern Nebraska, and Eastern Colorado. 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 relatively 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, technologically-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. Furthermore, it coincides with the university mission of providing an “accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.”

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, reflected in the most recent drafts of 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

Craig Smith was awarded a \$277,243 National Institute of Food and Agriculture grant through USDA to support a three-year precision agriculture project in collaboration with Hutchinson Community College.

Jean Gleichsner was selected as one of four individuals within the state to participate in the Kansas Campus Compact Engaged Faculty Fellows program for 2012-2013. The program supports the integration of “service-learning and community engagement into the three components of faculty development: teaching, research, and service.”

Craig Smith was primary author on three refereed journal articles (see bibliography Attachment C) and was an invited speaker at conferences in Overland Park, KS and Ottawa, KS.

Mick Glaze and Brady Richards collaborated with local Natural Resource Conservation Service personnel on a rangeland assessment project and water development project on the University Farm.

Departmental faculty continue to demonstrate success with acquiring extramural funding to support service learning activities that connect students with community improvement projects. Funded projects include:

- a storm drain marking service-learning project involving the AGRI 215 Soils class (\$1,000 Midwest Energy Community Fund; Gleichsner).
- Beef: It’s What’s for Tigers informational campus display involving the AGRI 610 Beef Cattle Production and Management class (\$300 Kansas Farm Bureau; Howell).
- an Insect Identification and Control booth and Water Quality Awareness booth, staffed by the AGRI 305 Agronomic Crop Insects and AGRI 626 Soil Fertility and Fertilizers classes, at the Hays spring Home & Garden Show (\$300 Kansas Farm Bureau; Gleichsner).
- an AGRI 620 Cereal, Fiber, and Oil Crops SWIPE Out Hunger project involving a state-wide food packaging event and Hunger Week presentation (\$300 Kansas Farm Bureau; Gleichsner).

Clay Hamil was hired to replace Brian Lockman as the FHSU Swine Division manager.

Senior Agricultural Business major, Blair Jones, qualified to compete in the 2013 Collegiate National Finals Rodeo (CNFR) steer wrestling event. Junior Organizational Leadership major and Agriculture minor, Ashley Fitzsimmons, was one of six individuals selected through a national competition to sing the Star-Spangled Banner at the 2013 CNFR.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Freshmen	36	37	44	41	41
[20TH DAY FALL SEMESTER, HEADCOUNT]					
Agriculture (BS,300-0101)	28	27	33	25	29
Agriculture Business (BS,300-0112)	8	10	11	16	12
Transfer Students	29	31	29	36	20
[20TH DAY FALL SEMESTER, HEADCOUNT]					
Agriculture (BS,300-0101)	29	15	17	16	10
Agriculture Business (BS,300-0112)	9	16	12	20	10
Undergraduate (first majors/second majors)	195/3	202/1	228/1	243/1	226/2
[20TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]					
Agriculture (BS,300-0101)	134/2	139/1	144/0	143/0	134/1
Agriculture Business (BS,300-0112)	61/1	63/0	84/1	100/1	92/1
Major Retention	90.32%	77.14%	83.33%	65.91%	68.29%
[20TH DAY FALL SEMESTER, PERCENT OF FR MAJORS RETURNING TO UNIVERSITY]					
Undergraduate Student Credit Hours	2632	2946	3060	3350	3631
[TOTAL UNDERGRAD SCH]					
Graduate Student Credit Hours	0	0	0	1	2
[TOTAL GRAD SCH]					
Tenured or Tenure-track Faculty (Headcount)	6	5	6	6	6
[FTE OCCUPIED FROM POSITION CONTROL]					
Non Tenure-Track Faculty (Headcount)	2	2	2	3.75	1.5
[FTE OCCUPIED FROM POSITION CONTROL]					
Undergraduate Degrees	41	34	34	41	46
[UNDERGRAD DEGREES AWARDED]					
Agriculture (BS,300-0101)	27	27	21	25	24
Agriculture Business (BS,300-0112)	14	7	13	16	22

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

The trend for increased SCH productivity continues; major retention numbers appear to be rebounding from last year's low of 65.91%.

Number of books, book chapters, and **refereed** articles published

[TOTAL NUMBER PUBLISHED]

Percent of faculty publishing **refereed** books, chapters, or articles

[PERCENT OF FACULTY PUBLISHING FOR FY2008]

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
(FACULTY PUBLISHING/TOTAL FACULTY)]					
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	3	4	0	4	3
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	28.6%	60.0%	0%	14.3%	28.6%
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	2	2	7	6	3
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	28.6%	20.0%	83.3%	85.7%	28.6%
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	9/42.9%	3/40.0%	4/33.3%	4/28.6%	6/57.1%
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	8/42.9%	2/40.0% (\$578.12)	3/33.3% (\$900)	4/28.6%	5/57.1% (\$279,143)
Total number students successfully completing an undergraduate research/creative project [TOTAL NUMBER OF UNDERGRAD STUDENTS COMPLETING, CONTRIBUTING TO, OR PRESENTING A CREATIVE OR SCHOLARLY PROJECT]	0	0	0	3	0

Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. More faculty were involved in the external grant seeking process; the dollar value of grants awarded was significantly greater.

[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

Comparative assessment of student learning within the agriculture disciplines. Indicator: A new departmental general knowledge assessment exam has been created for administration to senior-level students and customized for each of the department's academic programs (see sample agricultural business exam – Attachment D). It has been administered to students in the capstone Agribusiness Firms Management and Marketing class for Agricultural Business majors and in the Seminar class for Agriculture majors. Summary data from three semesters (Attachment E) indicates that students are between 55 to 60% accurate in their tested knowledge. Consistency across individual disciplines is quite striking, but the poorer level of performance reflecting knowledge retention is somewhat concerning. Departmental faculty will be charged with a re-examination of the test content over the next year to confirm adequacy of the questions' and their effectiveness as a reflection of student learning. Once complete, plans will be made to consider an administration procedure to provide baseline data on the knowledge of incoming students in a pre-test/post-test comparative format.

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Direct Outcome 2					
Student assessment of the classroom experience and academic quality. Indicator: Results from 21.70% of the department's seniors on the 2012 National Survey of Student Engagement (NSSE) reflected student ratings for "Active and Collaborative Learning" and "Supportive Campus Environment" that were comparable to the university's average student rating. The rating for "Enriching Educational Experiences" actually increased in the 2012 report to a level comparable to the university average. Student perceptions of "Level of Academic Challenge" continued to remain below average, while ratings for "Student-Faculty Interaction" and "Supportive Campus Environment" actually fell below the university average. It is difficult to identify reasons for the ratings fluctuations each year. The general sense, however, is that faculty need to be aware that student perceptions of the value of their educational experience provided by the department have room for improvement in the critiqued areas.					
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 F. Overall, the student comments remain quite diversified as they comment on the evaluation items. Consistency with praise and criticism from year to year remain. The input shows there are obvious strengths as well as opportunities to enhance operational characteristics of the department, including an enhanced integration of University Farm resources into the classroom.					
Indirect Indicator 2					
Program curricula prepare graduates to meet industry needs. Indicator: Alumni Survey is administered every three years. The most recent survey (Attachment G) was conducted on-line in FY '13 and was distributed via e-mail to graduates from the previous 5 years. An extremely low response rate (n=10) does not provide adequate data to truly evaluate perceptions of the programs' effectiveness for career preparation.					
Dept senior students' Level of Academic Challenge	54.65	55.9	56.4	56.2	58.5
[FHSU LAC SCORE, DEPT LAC SCORE]	44.03	46.40	46.29	48.41	52.53
Dept senior students' Active and Collaborative Learning	45.34	46.1	43.9	44.5	45.1
[FHSU ACL SCORE, DEPT ACL SCORE]	50.47	52.73	45.55	46.52	49.08
Dept senior students' Student-Faculty Interaction	45.34	41.0	38.5	38.4	38.6
[FHSU SFI SCORE, DEPT SFI SCORE, N, %]	36.67	46.30	41.98	44.62	40.00
Dept senior students' Enriching Educational Experiences	34.72	34.0	32.9	32.7	34.0
[FHSU EEE SCORE, DEPT EEE SCORE, N, %]	29.84	27.76	26.84	26.80	31.13
Dept senior students' Supportive Campus Environment	59.57	60.3	60.8	59.8	61.9
[FHSU SCE SCORE, DEPT SCE SCORE, N, %]	47.50	58.64	58.08	59.60	57.18
Number of NSSE participants	10	18	23	13	13
[NUMBER OF DEPT SR STUDENTS, PERCENT]	15%	37%	46.0%	25.49%	21.7%

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

Student rating of level of academic challenge provided by the departmental programs has shown slight improvement as has the rating for supportive campus environment.

[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Outcome/Indicator 1 [SPECIFIC PERFORMANCE MEASURE 1]					
Outcome/Indicator 2 [SPECIFIC PERFORMANCE MEASURE 2]					
Outcome/Indicator 3 [SPECIFIC PERFORMANCE MEASURE 3]					
Briefly note 2-3 improvements over the last year prompted from the above indicators.					

B. Department Quality Initiatives and Results

FY2013 Quality Initiatives	Results
<u>Instructional emphasis on precision ag.</u> The department will work on obtaining access to additional precision agriculture equipped implements to further instructional exposure to the technology.	The USDA-NIFA capacity-building grant provided funds to acquire a new field tractor with auto-guidance technology and a new field sprayer with variable-rate application capabilities. Staff acclimation to the capabilities of both pieces of equipment has begun.
<u>Instructional emphasis on Excel spreadsheet utilization.</u> Faculty will be encouraged to incorporate classroom instructional projects that involve student utilization and manipulation of Excel spreadsheets.	A new course in Computer Applications for Agriculture was developed and offered this past year that emphasized Excel instruction.
<u>Examine opportunities to develop outreach instructional programs.</u> Agricultural business classes will be the predominant emphasis as they appear to be the most logical to offer at a distance.	A draft curriculum has been developed in support of an ACCESS-US initiative in SW Kansas. A Master’s of Professional Studies curriculum also is being considered.

FY2014 Quality Initiatives	Responsible Party, Resources, and Plan
<u>Instructional emphasis on precision ag applications.</u> The department will work on application and utilization of acquired precision agriculture equipped implements.	Agricultural Business faculty and Farm staff will continue to lead this initiative along with stakeholder collaboration. Involvement and support of qualified agronomic faculty/personnel is deemed beneficial to create a more well-rounded experience for students and currently may be best achieved through collaboration with other institutions. Plans are in place to begin work with staff from Hutchinson Community College to move forward with development of a 2+2 transfer program emphasizing a precision agriculture foundation. Additional equipment/software purchases will be considered as the need arises to provide students with access to tools to support this initiative.
<u>Instructional emphasis on Excel spreadsheet utilization.</u> Faculty will continue to be encouraged to incorporate classroom instructional	All faculty continue to be encouraged to immediately get involved with this initiative. Spreadsheet development and utilization are important skills that aid workforce preparation of agriculture graduates and that should increase their market competitiveness. Faculty workloads are anticipated to increase

projects that involve student utilization and manipulation of Excel spreadsheets.

Re-build the livestock judging program and strengthen relationships with high school agriculture teachers.

Develop outreach instructional programs. Agricultural business classes will be the predominant emphasis as they appear to be the most logical to offer at a distance.

as students focus on completion of individualized class projects. Success of this initiative will be reflected by the grades assigned to specific projects created by the students.

The newly-hired livestock judging team coach will be encouraged to immediately begin recruiting team members in preparation for the 2014 judging season. Casual contact with high school instructors will be encouraged during this first year of team rebuilding. Funding support for team travel to workouts and competitions will be necessary.

Departmental faculty will be presented with possible outreach opportunities that may enhance service to the region. Interaction with interested stakeholder groups will be initiated and faculty consideration of course development will be encouraged.

C. Institutional Quality Results

FY2013 University Initiatives	Department Activities/Results
Align Programs and Services with North Central Kansas Technical College (NCKTC)	Contacts are being made to consider development of a 2+2 transfer program with NCKTS’s Ag Technology program.
Increase Enrollment	Curricular revisions are being considered to create a more effective combination of courses that will be more attractive to potential students and better prepare them for industry careers. Consideration also is being given to the development of formalized 2+2 transfer programs with community colleges.
Improve Persistence and Retention	An emphasis on greater exposure of students to advanced technologies and applied computer utilization should encourage students to remain in the departmental programs.
Improve Student Learning	Providing additional exposure to advanced production and computer technologies with an applied emphasis should enhance the learning experience of departmental students. So, too, should efforts by faculty to give students access to more hands-on learning activities utilizing University Farm resources.

III. FY2013 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 (Weaknesses)
<p>Access to resources that offer an 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>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>Increasing 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 trust, open communication, and shared mutual respect among departmental personnel</p>
Future Opportunities	Future Threats
<p>Development of distance education classes and programs</p> <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>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>Disconnect from the University Farm that may be the result of a limited use of the full resources available to support instruction and scholarly ventures</p> <p>An increase in majors increases the challenge of keeping class sizes at a manageable level to maintain instructional effectiveness</p>

B. Opportunities for Improvement

[DISCUSSION OF IDENTIFIED OPPORTUNITIES FOR IMPROVEMENT, WHICH MAY REQUIRE RESOURCES. THESE IDENTIFIED OPPORTUNITIES SHOULD ALIGN WITH ACTION PLAN REQUESTS GENERATED FOR UNIVERSITY STRATEGIC PLANNING.]

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Add a new faculty position in agricultural business to address increased enrollment challenges and to pursue outreach instructional opportunities	New faculty line, increased OOE to support travel	Development of a modified curriculum that more effectively addresses the academic preparation needs of the agriculture and agricultural business student. This faculty line also will assist with the development and oversight of possible outreach courses and programs to serve the region. Time frame: 2 years to fill position and incorporate modifications into the curriculum.
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: 3 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

See Attachment C

D. Department Program Assessment Results

Departmental Assessment Exam sample (Ag Business) – See Attachment D

Departmental Assessment Exam Score Report – See Attachment E

Senior Exit Interview Resources – See Attachment F

Alumni Survey – See Attachment G

E. Other Departmental Information

None

General Parameters

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
3. Note deadlines attached below.

Annual Timeline for Department Annual Report

April 1	Final template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 th day counts) distributed to Chairs and Deans in the departmental template.
June 1	Student system information (graduates, SCH) delivered to Chairs. Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College Annual Report due to Assistant Provost for Quality Management and Provost.

Department of Agriculture – Affinity Diagram for the BS in Agriculture (Version: 3/26/2012)

[Attachment A]

Characteristics of Agriculture Majors	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Assessment Results	Curricular/ 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</p>	<p>-Demonstrate the application of scientific principles and problem-solving skills in agricultural disciplines.</p> <p>-Demonstrate knowledge and technical competence with emerging information technologies.</p> <p>-Develop strong communication and interpersonal relationship skills to function in an environment of multicultural diversity.</p> <p>-Demonstrate the ability to work in a professional employment setting through an experiential-learning environment.</p> <p>-Demonstrate employability with</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>General knowledge assessment exam (pre- and post-test):</u> Administered to seniors in capstone Seminar class to evaluate core-based knowledge (n=30 questions) and discipline-specific proficiency (n=15 questions), including problem-solving questions. Pre-test with the core-based questions will be given to incoming freshmen and offer an “I don’t know” option that will not be available on the senior exam.</p> <p><u>Classroom problem sets:</u> The ability to develop and utilize computer software program applications will be evaluated in select classes using an assessment rubric.</p> <p><u>General knowledge assessment exam:</u> Select questions will evaluate technical awareness of the application of industry technologies.</p> <p><u>Group project performance:</u> An assessment rubric will be developed to quantify individual student performance in group-based projects in select classes.</p> <p><u>Capstone class presentation:</u> Students will be graded on a final presentation in the capstone Seminar class. Minimum acceptable student performance level should be 70%.</p> <p><u>Completion of internship experience.</u> Success will be reflected in a grade of “C” or better in the Ag Management Practicum</p>		

<p>agriculture and its importance.</p>	<p>successful placement following graduation in a career related to the major discipline.</p> <p>-Rate, with an acceptable degree of satisfaction, the overall characteristics of the BS degree program as it relates to career preparation.</p> <p>-Demonstrate an awareness of the legal and regulatory framework that influence management and operational practices within the agricultural industry.</p> <p>-Demonstrate proficiency in oral and written communication skills.</p> <p>-Demonstrate an understanding of international agriculture and food policy.</p>		<p>class.</p> <p><u>Intern supervisor surveys.</u> Will provide an indirect measure of employment potential.</p> <p><u>Career placement data:</u> Gather numerical data reflecting career placement success.</p> <p><u>Alumni survey:</u> Distributed at 3-year intervals to a sample population of graduates to identify the employment trail following graduation.</p> <p><u>Graduate exit survey:</u> Completed by all seniors to gather perceptions of educational quality and satisfaction with department courses, advising, and career preparation.</p> <p><u>Alumni survey:</u> Distributed at 3-year intervals to a sample population of graduates to assess perceptions of career preparation and program quality.</p> <p><u>General knowledge assessment exam:</u> Select questions will evaluate an awareness of legal and regulatory compliance issues.</p> <p><u>Capstone class presentation:</u> Students will be graded on a final paper and presentation in the capstone Seminar class. Minimum acceptable student performance level should be 70%.</p> <p><u>General knowledge assessment exam:</u> Select questions will evaluate an awareness of international and regulatory issues impacting agriculture and food policy.</p>		
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Department of Agriculture – Affinity Diagram for the BS in Agricultural Business (Version: 3/26/2012)

Characteristics of Agricultural Business Majors	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Assessment Results	Curricular/ 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 procedures and 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></p>	<p>-Demonstrate knowledge of current scientific, business, and economic theory and techniques with practical application within sustainable agricultural systems.</p> <p>-Demonstrate subject-matter competency in preparation for culturally diverse careers in agricultural business.</p> <p>-Develop strong written and oral communication skills through presentation and teamwork.</p> <p>-Develop critical thinking and reasoning skills.</p> <p>-Demonstrate problem-solving skills with application to real-life</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 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</p> <p>Additional cognate courses in business and management.</p>	<p><u>General knowledge assessment exam (pre- and post-test):</u> Administered to seniors in capstone Firms Management class to evaluate core-based knowledge (n=30 questions) and agricultural business proficiency (n=15 questions), including problem-solving questions. Pre-test with the core-based questions will be given to incoming freshmen and offer an “I don’t know” option that will not be available on the senior exam.</p> <p><u>General knowledge assessment exam (pre- and post-test):</u> Administered to seniors in capstone Firms Management class to evaluate core-based knowledge (n=20 questions) and agricultural business proficiency (n=15 questions), including problem-solving questions. Pre-test with the core-based questions will be given to incoming freshmen and offer an “I don’t know” option that will not be available on the senior exam.</p> <p><u>Group project performance:</u> An assessment rubric will be developed to quantify individual student performance in group-based projects in select classes.</p> <p><u>Capstone class presentation:</u> Students will be graded on a final presentation in the capstone Firms Management class. Minimum acceptable student performance level should be 70%.</p>		

<p>Understand global agriculture and its importance.</p>	<p>agricultural business scenarios.</p> <p>-Demonstrate an understanding of international agriculture markets.</p> <p>-Demonstrate employability with successful placement following graduation in a career related to the major.</p> <p>-Successfully construct computer-based tools useful for analyzing agricultural business decisions.</p> <p>-Demonstrate awareness of issues and policies related to the agricultural business sector and rural community development.</p>	<p>BCOM 301 Business Comm. AGRI 316 Ag Mgmt Practicum</p>	<p><u>Quantitative case-study analysis.</u> Capstone class project with a threshold grade level of 70% to reflect successful achievement.</p> <p><u>Quantitative case-study analysis.</u> Capstone class project with a threshold grade level of 70% to reflect successful achievement.</p> <p><u>General knowledge assessment exam:</u> Select questions will evaluate an awareness of international markets and marketing of agricultural commodities.</p> <p><u>Career placement data:</u> Gather numerical data reflecting career placement success.</p> <p><u>Alumni survey:</u> Distributed at 3-year intervals to a sample population of graduates to identify employment track following graduation.</p> <p><u>Classroom problem sets:</u> The ability to develop and utilize computer software program applications will be evaluated in select classes using an assessment rubric.</p> <p><u>Quantitative case-study analysis.</u> Capstone class project with a threshold grade level of 70% to reflect successful achievement.</p> <p><u>General knowledge assessment exam:</u> Select questions will evaluate competency in these areas.</p>		
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College of Health and Life Sciences
 Department Staffing Plan and Assignments (Academic Year 2013)

Attachment B

(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	R. Keener	Anatomy & Physiology Horse Production Swine Production Reproduction Physiology	1.0	Assistant Professor 2012	D.V.M.	Tenure-Track	2012
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 Finance Agricultural Education Beef Cattle Discussions	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- Economics, Marketing	C. Smith	Marketing Farm Products Agricultural Commodity Marketing Technology in Agriculture Agricultural Resource Valuation	1.0	Assistant Professor 2011	Ph.D.	Tenure-Track	2011

DEPARTMENT ANNUAL REPORT | FY2013

			Agricultural Firms Management					
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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>
458011-002	Rodeo Coach	C. Rumford			Rodeo Coach	B.S.	Non-Tenure Track	2008
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

Bibliography of Departmental Scholarly Activity

Journal Articles:

Smith, C.M., K.C. Dhuyvetter, T.L. Kastens, D.L. Kastens, and L.M. Smith. "Economics of Precision Agricultural Technologies Across the Great Plains." *Journal of American Society of Farm Managers and Rural Appraisers*. 2013. 76(1): 185-206.

Smith, C.M., J.C. Leatherman, J.M. Peterson, J.M. Crespi, and J.D. Roe. "BMPs For Sale! – Implications from a Case Study in BMP Auctions." *Journal of Regional Analysis and Policy (Special Issue on Market-based Environmental Management)*. 2012. 42(2): 151-161.

Smith, C.M., J.M. Peterson, J.C. Leatherman, J.R. Williams. "Simulation of factors impeding water quality trading market performance." *Journal of Regional Analysis and Policy (Special Issue on Market-based Environmental Management)*. 2012. 42(2): 162-176.

**Department of Agriculture
Agricultural Business Assessment Examination**

Name _____

1. As we eat more chocolate bars the less satisfied we are. This is an example of:
 - a. Choosing poor quality chocolate
 - b. Diminishing market equilibrium
 - c. Economic inefficiency
 - d. Diminishing marginal utility
 - e. Macroeconomics of consumption

2. A weed is:
 - a. Corn in a soybean field
 - b. Something like musk thistle
 - c. Any unwanted plant
 - d. All of the above

3. A pesticide would be:
 - a. An insecticide
 - b. A herbicide
 - c. A fungicide
 - d. All of the above

4. Which of the following is a pre-paid expense in Stephanie's accounting system?
 - a. feed purchased in March for use in the summer
 - b. fertilizer purchased in December 2010 for use in 2011 spring planting
 - c. a bill for feed at the elevator from last year
 - d. feeder calves were purchased in March and sold in October

5. Traits that deal with reproductive performance are highly heritable and hence the reason that most ranchers and farmers spend most of there time selecting for them.
 - a. True
 - b. False

6. A young bovine animal under the age of one year is called?
 - a. Calf
 - b. Mare
 - c. Cow
 - d. Sow

7. The most common row spacing for crops like sorghum and corn:
 - a. 8-10"
 - b. 30"
 - c. 36"
 - d. 40-42"

8. _____ is not needed for corn to germinate.
 - a. Proper temperature
 - b. Oxygen
 - c. Light
 - d. Water

9. Which of these would cause Mack's net worth to increase?
 - a. increase in land values
 - b. increase in grain prices
 - c. decrease in production expenses
 - d. increase in crop sales
 - e. all of these

10. The revenue not yet received from products or services sold is known as:
 - a. accounts receivable
 - b. accrued expenses
 - c. inventories
 - d. accounts payable
 - e. none of these

11. The balance sheet is used to measure:
 - a. the net income for the farm over a time period
 - b. the financial condition of the farm at any point in time
 - c. the income and expenses on one commodity
 - d. the need to borrow money for the farm

12. There are _____ square feet in 1 acre.
 - a. 3,785
 - b. 5,280
 - c. 17,424
 - d. 43,560

13. _____ has a tap root system.
 - a. Soybean
 - b. Wheat
 - c. Corn
 - d. Sorghum

14. According to the Statute of Frauds, contracts must be in writing for the sale of goods that exceed:
- \$500 in value
 - \$100 in value
 - \$1,000 in value
 - \$5,000 in value
15. Which of the following is the most correct legal description for a parcel of land?
- W $\frac{1}{2}$, SE $\frac{1}{4}$, SE $\frac{1}{4}$, SW $\frac{1}{4}$ of section 12, T15N, R5W,
 - W $\frac{1}{2}$, SE $\frac{1}{4}$, E $\frac{1}{2}$, N $\frac{1}{2}$ of section 38, T14N, R3S
 - W $\frac{1}{2}$, SE $\frac{1}{4}$, E $\frac{1}{2}$, N $\frac{1}{2}$ of section 8, T12S, R3E
 - NE $\frac{1}{2}$, SW $\frac{1}{4}$, N $\frac{1}{2}$, E $\frac{1}{2}$, NW $\frac{1}{4}$ of section 32, T1N, R1E
16. If a steer weighs 1250 lbs when he was a live and his carcass weighs 712 lbs what would his dressing percentage be?
- 55.3%
 - 56.96%
 - 57.05%
 - 57.28%
17. Which of the following will best describe this problem, this animal when viewed behind is in-close at the hocks and their feet are turned outward.
- Post-legged
 - Cow-hocked
 - Sickle-hocked
 - Bow-legged
18. The intestate succession distribution rules:
- do not apply to real property
 - do not apply to property held in joint tenancy
 - give all property to the state
 - apply only if the decedent had a will
19. One gallon of milk weighs 8.62 pounds. If a dairy cow produces 93 pounds of milk on a given day, how many gallons did she produce that day?
- 10.8 gallons
 - 93.0 gallons
 - 801.7 gallons
 - 6.3 gallons
20. Which is a non-current liability for Melissa's business?
- accounts payable
 - a loan payment due during the year
 - inventory of feed and grain
 - a loan payment due after this year
21. The ability of a business to meet short-term financial obligations is called
- liquidity
 - solvency
 - profit
 - budget
22. The _____ is the female reproductive portion of a flower:
- Pistil
 - Cotyledon
 - Calyx
 - Ligule
23. Given the following fertilizer analysis: 18-46-0, the third number represents:
- Nitrogen
 - Phosphate
 - Potash
 - Iron
24. A liability is best described as:
- an obligation to pay a debt
 - a type of non-cash income
 - a loss of income
 - an annual payment of expenses
25. Bob's business has a current ratio of 1.4:1 Which statement is most correct?
- the business is solvent
 - the business has a cash flow problem
 - the business is profitable
 - the business can meet its short-term debts
26. The main objective with a hedge is to make a profit in the futures market.
- True
 - False
27. Which of the following most differentiates agricultural production from other industries
- Global in nature
 - Biological lag
 - Expensive equipment
 - Long hours

28. Assuming markets are efficient, at any point in time will farmers want to store grain or not store grain.
- Store grain
 - Indifferent between storing and not storing
 - Not store grain
 - None of the above
29. The Court of Appeals typically does not:
- care.
 - answer to the people.
 - conduct trials.
 - involve the review of any case by more than one judge.
30. Genetically modified seeds sold by Monsanto are patented by Monsanto, making Monsanto the single seller of genetically modified seed, which we believe has no close substitute. Most likely, what would have happened in the last thirty years if these patents did not exist?
- farmers would pay a much lower price for genetically modified seed
 - farmers would pay a higher price for genetically modified seed
 - the genetically modified seed probably would not have been invented
 - mergers between seed companies would form, allowing market power to perform the role normally played by patents
31. If the dollar depreciates relative to the Japanese currency (the yen), Japanese exports:
- fall
 - rise
 - remain unchanged
32. Microbial protein utilization differs between horses and cattle because
- the microbes are vastly different and are less digestible in horses
 - the microbes do not have as great a chance to be digested in the horse, due to production at the end of the gastrointestinal tract
 - the microbes are much more efficiently used in a horse, due to its production in the cecum and colon
 - cattle absorb the microbes directly from the rumen, whereas horses cannot do this
33. The specific location of a gene on a chromosome is called
- allele
 - centromere
 - locus
 - gamete
34. Which is an advantage of accrual accounting over cash accounting?
- it is simpler and has less records
 - year-end tax adjustments can be made
 - it is a more accurate estimate of profit
 - all of these
 - none of these
35. At prices above the equilibrium price
- a natural tendency to push prices up exists
 - a surplus exists
 - the quantity demanded exceeds the quantity supplied
 - the market is stable
 - none of the above
36. In a perfectly competitive market
- there is no product differentiation
 - there are a small number of buyers and sellers
 - sellers are price makers
 - all of the above
37. A standard bushel of wheat weighs:
- 30 lbs.
 - 45 lbs.
 - 60 lbs.
 - 75 lbs.
38. Ceteris paribus means
- everything else remains constant
 - only this is allowed to change
 - nothing changes
 - assuming prices remain constant
 - over time
39. In the language of economics, marginal means
- very small
 - questionable

- b. quite large
c. not reputable
- e. additional or one more
40. Retail gasoline firms are an example of
a. monopoly
b. perfect competition
c. monopolistic competition
d. oligopoly
41. _____ is probably the most widely and commonly used herbicide.
a. 2,4-D
b. Atrazine
c. Glyphosate
d. DDT
42. The most common and numerous type of plant pathogen (disease):
a. Nematode
b. Bacteria
c. Virus
d. Fungi
43. The following is an example of a warm-season plant:
a. Soybean
b. Corn
c. Alfalfa
d. All of the above
44. Which of the following statements is correct with respect to real estate?
a. An individual with a life estate can will the estate to heirs.
b. A covenant gives others the right to enter and use your property for a given purpose.
c. You may become a real property owner if someone gives it to you as a gift.
d. A covenant is the same thing as an easement.
45. Some legislative policies, such as the Farm Bill, typically are referred to as omnibus packages. What type of “package” is this?
a. It’s the option you can get on a new Toyota van.
b. It is a policy that provides funding for multiple programs that sometimes extend beyond the initial intent and purpose of the legislation.
c. It’s a suspicious looking box that arrives on your doorstep.
d. It is a funding package that Congress puts together after a bill becomes law.
46. Steve Herl and Jim Pringle share equal interest in 640 acres of land as joint tenants. Which of the following statements is true with respect to the legal nature of their co-ownership?
a. If Steve and Jim die at the same time, the land title would automatically go to the State.
b. Jim can sell his interest in the property to a third party without destroying the joint tenancy.
c. A legal joint tenancy does not exist because Jim and Steve are not married.
d. Steve has the right of survivorship if Jim dies.
47. _____ is a legume.
a. Alfalfa
b. Rice
c. Wheat
d. Oat
48. The term used to describe the common law act of standing by a previous court decision is:
a. stare decisis
b. revocation
c. estoppel
d. demurrer
49. The losing party to a lawsuit may pursue consideration of the case at a higher judicial level. The losing party is now known as the:
a. appellant
b. los dos amore
c. whiner
d. appellee
50. Minors lack legal capacity and have the ability to actually breach a formal contractual arrangement with someone of majority. The term that reflects the ability to legally breach a contract is known as:
a. renunciation
b. estoppel
c. domestication
d. renege
51. A subpoena duces tecum:
a. is issued by the court to require a witness to appear and produce a document in their possession.
b. is a motion filed by the defense to dismiss a case because of a failure on the part of the plaintiff to prove his case.

- c. is the term used to describe the jury selection process for a criminal trial.
- d. is a deliberate, willful giving of false or misleading testimony under oath.

52. As a source of law, the U.S. Constitution:

- a. creates administrative regulations which govern society.
- b. outlines the separation of powers to create "branches" of the federal government.
- c. gives states the power to create treaties with other countries.
- d. has 26 amendments known as the "Bill of Rights".

53. The USDA Agricultural Marketing Service developed guidelines, signed by the President on January 27, 2004, for an initiative that requires beef, lamb, pork, fish, perishable ag commodities and peanuts to carry a label that reflects country of origin. The type of law that has been put in place by this action is known as:

- a. a judicial decision
- b. an administrative regulation
- c. an executive order
- d. an ordinance

54. Which of the following does not belong to the fat soluble vitamins?

- a. Vitamin A
- b. Vitamin D
- c. Vitamin E
- d. Vitamin C

55. Which of the following is(are) true regarding the nutritional aspects of red meat?

- a. Red meats contain a large percentage of protein, but the amino acids within the protein structure have a low biological value compared with proteins from plant sources.
- b. Red meats are a very good source of vitamin B12.
- c. There is very little iron in red meat.
- d. Red meats are very "nutrient dense".

56. What breed of swine does the following description describe, black body with six white points and erect ears?

- a. Hampshire
- b. Berkshire
- c. Poland
- d. Spot

57. Of all of the nutrients that livestock take in the most important of these is?

- a. Fat
- b. Protein
- c. Water
- d. Minerals

58. Many bills considered by Congress are referred to committee. According to federal procedural guidelines:

- a. the committee must first vote on the bill in its original form, then send it back to the floor for a full-body vote before returning it to committee and making any amendments.
- b. the Clerk must read the full bill to the legislature, word-for-word during the first reading, before it is assigned to committee.
- c. committees may choose to never act upon a bill.
- d. committees have the ability to unanimously pass a bill and send it directly to the President for immediate consideration.

59. The jury selection in a trial is known as a *voir dier* process which is a French term that means:

- a. jurors must report for duty and bring with them evidence in their possession.
- b. to speak the truth.
- c. an accused party is innocent until proven guilty.
- d. a lunch meal of croissants and tea will be provided.

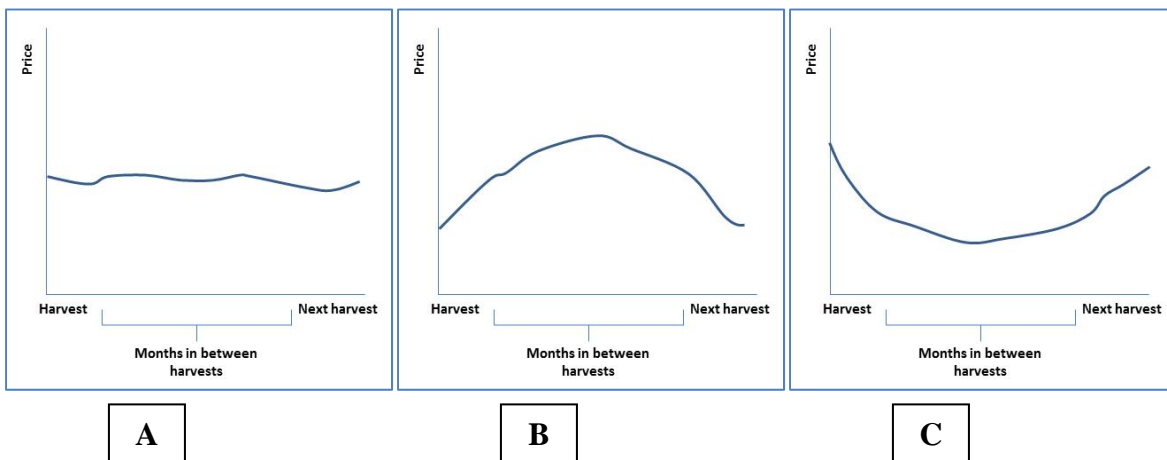
60. In criminal cases the prosecutor:

- a. represents the "people".
- b. does not speak during the trial until it is time for the rebuttal and rejoinder.
- c. represents the defendant.
- d. serves as the "jury" in the courtroom and actually makes a decision from arguments presented by the plaintiff and defendant.

61. The first milk that mammal give to its offspring is known as?

- a. Lactose
- b. Colostrum
- c. Condensed
- d. Cultured

62. Use the Pearson's Square to develop a 12.0% protein diet containing corn silage (8.1% protein) and alfalfa hay (18.4% protein):
- a. 60.2% silage, 39.8% hay
 - b. 62.1% silage, 37.9% hay
 - c. 39.8% silage, 60.2% hay
 - d. 37.9% silage, 62.1% hay
63. Puberty:
- a. is the stage of maturation when an individual becomes physiologically capable of sexual reproduction.
 - b. correlates to the time that animals begin to develop secondary sex characteristics.
 - c. normally occurs in cattle and horses at about 6 to 8 months of age.
 - d. occurs shortly after birth in the colt, prior to closure of the inguinal canal.
64. The following is not one of the 3 top crops grown in the US:
- a. Corn
 - b. Soybean
 - c. Sorghum
 - d. Wheat
65. A temperate crop is _____.
- a. Coffee
 - b. Apple
 - c. Orange
 - d. None of the above
66. There is two basic grades used on beef carcasses. The grading system that indicates the palatability and eating enjoyment of a particular cut of meat is which of the following?
- a. Yield grade
 - b. Quality grade
 - c. Muscle score
 - d. Body condition score
67. Which of the following diagrams best depicts the actual behavior of monthly corn (or wheat) prices throughout the year?
- a. A
 - b. B
 - c. C



68. Being self-insured by maintaining liquid financial reserves carries no cost to the operator, while buying insurance policies does.
- a. True
 - b. False
69. It is late-October. An elevator signs a contract to deliver wheat to an export terminal. The elevator does not own enough wheat to fill the contract and is now in a position in which it needs to purchase wheat in early-December. To hedge, the elevator needs to:
- a. sell Dec wheat futures
 - b. buy Dec. wheat futures
70. Basis =
- a. Cash - Futures
 - b. Cash + Futures
 - c. Futures – Cash

Use this information to answer the following two questions.

It is Sep. 22 and you plan to sell fed cattle in February. February fed cattle futures are at \$110.50 and your expected basis in February is -\$0.50.

71. If you hedge, your expected net selling price will be:

- a. \$110.50/cwt
- b. \$110.00/cwt
- c. \$111.00/cwt
- d. none of these

72. Feb 10: You sell your cattle for \$105.00/cwt and offset futures at \$105.00. Your net selling price as a result of hedging is:

- a. \$110.50/cwt
- b. \$110.00/cwt
- c. \$111.00/cwt
- d. none of these

73. Speculators add liquidity to futures markets.

- a. True
- b. False

Use the information below to answer the next three questions.

Current Assets = \$36,000

Current Liabilities = \$32,000

Non-Current Assets = \$189,500

Non-Current Liabilities = \$149,000

74. The net worth for the farm is:

- a. \$119,500
- b. \$80,500
- c. \$64,500
- d. \$44,500
- e. \$32,000

75. The debt to asset ratio for the farm is:

- a. 0.21
- b. 0.56
- c. 0.80
- d. 1.25
- e. 1.60

76. This farm can be described as being:

- a. liquid
- b. solvent
- c. both a and b
- d. neither a nor b

77. Which asset can be depreciated?

- a. purchased feeder cattle
- b. market goats
- c. buildings
- d. land
- e. all of these can be depreciated

78. Craig is planning to buy a combine that has a purchase price of \$180,000. It has a salvage value of \$20,000 and a useful life of 8 years. What is the annual depreciation for the combine using the straight-line method?

- a. \$25,000
- b. \$20,000
- c. \$17,000
- d. \$14,500
- e. none of these

79. An opportunity cost is the value:

- a. that the farmer paid to buy the resource
- b. that the farmer pays to rent the resource each year.
- c. that is added to net profit as a result of using the resource.
- d. of a resources in its highest value alternative use.

80. Which of the following would be a fixed cost for a swine feeding operation?

- a. utility bill
- b. feed cost
- c. insurance on buildings
- d. veterinary expenses
- e. all of the above

81. The primary purpose of a cash flow budget is to:

- a. determine income level
- b. plan for borrowing needs
- c. determine net worth
- d. calculate depreciation
- e. none of these

82. Making two payments per year on a loan instead of one payment will:

- a. decrease the total interest paid
- b. decrease the principal to be repaid
- c. have no effect on the cost of the loan
- d. increase the number of payments

83. Jean needs to borrow \$6500 for seven months to plant spring crops. If the interest rate for this loan is 7%, how much interest will Jean pay at the end of the loan?

- a. \$241.50
- b. \$315.50
- c. \$414.00
- d. none of these

84. Collateral is:

- a. assets used to secure a loan
- b. the cost of buying an options contract
- c. profit from the sale of assets
- d. a business structure with two partners

85. What is used to transfer risk of financial loss to a third party?

- a. loans
- b. insurance
- c. mortgage
- d. investments
- e. none of these

86. A cattle producer selling a feeder cattle contract would be considered a:

- a. speculator
- b. short hedger
- c. long hedger
- d. stock broker

Agriculture Assessment Exam - Summary Report										Attachment E		
	Ag Ed/Gen Ag		Agronomy		Animal Science		Beef Cattle Mgmt		Agricultural Business			
	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean		
Spring '12	4	60.17	2	61.05	9	57.88			21	56.59		
Fall '12	4	59.01	5	57.91	1	55.81	6	56.01	1	52.33		
Spring '13	2	57.56	5	63.95	4	58.72	2	53.49	18	57.88		
Weighted average		59.18		60.95		57.97		55.38		57.06		

DEPARTMENT OF AGRICULTURE
Exit Interview Comments
Fall, 2012

13 interviews mailed and 5 returned

Agriculture Business – 2
 Animal Science – 2
 Beef Cattle Management - 1

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

Name Deleted – Crop Quest/Agronomist/Crop Consultant/\$40,000/yr + benefits (health, life, 401K, pickup)

Name Deleted /CHS, Inc. /feed & seed sales/\$13.50/hr.

Name Deleted /Champion Technologies.

Name Deleted /Unknown.

Name Deleted /Working on a Ranch/\$20/hr.

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

No – 4
 N/A - 1

What was your most enjoyable AGRICULTURE class? Why?

Anything I took with Dr. Keener. He teaches everything in such a practical manor(sic). He knows what we need to know for the real world and he sticks to it. He is also very straight forward about everything., & doesn't try to trick students on tests like some Ag. faculty do.

I enjoyed all the class(sic) taught by Craig Smith. He is very knowledgeable(sic) and helped to make sure we all understood and learned.

Any class with Craig Smith. Excellent teacher and knows what students need to know to be successful(sic) in the future. Teaches hands on info that I know I will use in the future.

Reproduction – We learn things that we'll actually use & get to be hands on.

Animal science or Ag accounting. I just enjoyed what I was learning and I had good teacher.

What was your least enjoyable AGRICULTURE class? Why?

Dairy Production, Beef Production, Ag. History. The first two are solely because of the teacher. I have no respect for Dr. Howell on a professional level, because of how she teaches her classes. I have no doubt she is an intelligent person, but being ignorant to the fact that you are wrong is not right. Her sole agenda on tests is to trick students. More often than not there are questions on tests that she hasn't covered. The fact that she doesn't follow a book in her classes just astounds me. She may have a book for "reference" but would rarely follow them. And because of her policy on books and the fact that every college student is poor, the supplement books for her classes rarely get bought by any students. Her lack of ability to teach material required to pass her classes results in large groups of students struggling in all of her classes every semester. I have never spoken to an FHSU Ag. Graduate was happy to hear that she was still there. I understand your hands are tied and the department is already down on professors, but I just wanted my opinion known. She is doing her students and the department a great injustice, and is robbing them of their money along with an amazing chance at an excellent education.

None.

All ag classes I found mostly enjoyable. None stick out being not enjoyable.

Nutrition – it was too early in the morning & I didn't learn anything that I hadn't already learned at NCTA.

Nutrition. I thought I was going to learn a lot from this class but I didn't and it turned out to be a real disappointment.

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

The fact of how approachable everyone is everyone is, faculty & staff. Everyone from the head of the department to the managers of the different units. It created a big family feeling to the department that I loved. I would also like to add that since Dr. Keener has arrived the amount of time I got to spend at the FHSU farm increased by 100%. Before him I can count on one hand the amount of times we visited for lectures/labs. (I might add that I only had Dr. Keener for the fall of 2012 for two classes to put it in perspective.) We are lucky to have the farm and it is exciting that Dr. Keener is using it how it should be used. I think he is a great addition to the Ag department and I hope he decides to make it his long term home. He has the respect of the students and everyone legitimately enjoys him, which I believe makes for a better rounded experience for everyone.

Class were fairly(sic) small and able to interact with everyone. Adequate time with teacher.

I like Craig Smith the most. He gives great real life examples of what we might be doing in the real world.

Small classes & people from similar backgrounds.

Being able to know everyone and having the teachers know you & visit with you.

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

The faculty that Ag majors have to take more chemistry classes than nursing majors do. I fully understand why we do, for all the different chemicals we deal with, and I have a very good understanding of them from taking chem III & 112. But with that said there is a fine line that should be established. Especially with chem 112. The only majors that I'm aware of that are required to take Chem-112 are, Pre-Pharm and Pre-Med majors. I had to take Chem-112 twice and in those two attempts there was only 1 person that took the class that wasn't an Ag. major. Although I was told she might have gotten fired, there was only one professor that would teach Chem-112. She was a foreigner that nobody could understand and was a terrible teacher. She expected her students to teach themselves from the book, and viewed herself as the supplement to the book. The material was not only very difficult to understand at times and above our heads. She would make us teach ourselves from the book and then quiz us every class period on the material before going over it or giving us the opportunity to ask questions and get explanations to problems. It was just a recipe for disaster in my opinion and seemed to snowball to all the students by the end of a semester. I fully understand that's the college experience and life isn't easy, but I do feel like there could be a fix to this situation, but either dropping Chem-112 to be required or getting the chemistry department to alter the curriculum.

When some classes are only offered at one time during the semesters instead of everyday. Would help with scheduling more.

Some of the science classes required for Ag business degree.

Learning how the book says it should be done instead of teaching from people's real life experiences.

I think we should be more hands on and get out of the classroom more to do things.

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

One thing I would love to see done is the department offer a Ag. Economics class that would replace Micro-economics. I know Dr. Smith is stretched thin, but I believe if every major is required to take it. And it is something like economics we would all benefit from taking it in the Ag. Department. I think it should be offered at least once per school year either fall or spring. It would save students from taking a

class that is almost always taught by foreigners who can barely speak English, let alone(sic) have even the slightest understanding of our American agriculture system. One specific example that comes to mind is having a word problem that required us to figure out(sic) the phrase "bushels of alfalfa." We tried to explain that this was not at all correct but they didn't understand what we were telling them, let alone(sic) even know what alfalfa was.

It would be nice to see more of the basic ag classes offered online.

Not require Chem I & II for ag business. I do not believe that is useful information being in business.

If you're going to offer an alternate class instead of Seminar to one major, for one for all majors.

Use the University Farm more so kids know what really happens & what really goes on.

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

B&B for 1 year. Rodeo for 2 years. AGR for 4.5 years.

No – 2

DTA

Ag Business, Block & Bridal(sic), Sigma Alpha-founding member

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, when I was a freshman & sophomore I worked 40-50 hrs. on average, alot(sic) were depending on the year. Junior & Senior year only 20 to 25 hours per week.

No; only in the summer

Yes, 40.

12-15.

Yes, 20+

Other comments?

I just want to personally thank you Dr. Greathouse, for your overwhelming support over my years at FHSU. I have the utmost respect for not only you, but the FHSU Ag Department as a whole. And I just want to say thank you for the opportunity to an excellent education and college experience that you help provide for all the students of the Ag. Department. Also, I'd like to especially thank you for your support of Alpha Gamma Rho. You were always willing to work with us, and I don't remember you every telling us no or denying our requests. I am now the Vice President of our alumni corporation and I hope you don't hesitate to contact me if you ever have any problems or concerns about the undergraduate chapter so that we can work to resolve them no matter what they might be. With Buddy now gone any help or suggestions that you might have for possible on-campus advisers(sic) that you could pass along to them would be greatly appreciated by everyone. Again thank you for everything and thank you for taking the time to listen to me opinions.

No other comments.

EXIT INTERVIEWS
Spring, 2013

36 exit interviews were mailed and 18 were returned.

Major: Agricultural Business – 9
Agricultural Education – 1
Agronomy – 3
Animal Science – 1
General Agriculture – 4

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

Name Deleted - Possibly working for K. \$12/hr but not sure yet.

Name Deleted – ADM: Grain merchandiser. \$50,000/year.

Name Deleted – Syngenta: Research Associate. \$38,000 per year.

Name Deleted – Farm & Ranching back home. Self Employed, Depends on the weather.

Name Deleted – Gavilon, LLC. Grain Merchandiser. \$46,000/yr.

Name Deleted – Working at the Farmers Co-op Elevator Co. as the scale help as well as agronomy assistant. Currently looking at other options considering I didn't get a raise or benefits. \$10/hr.

Name Deleted – Farm Secretary/Record Keeper/Beef Manager. \$ I'm not sure yet.

Name Deleted – Working for the NRCS as a soil conservationist in Marysville, KS. \$38,790/year.

Name Deleted – Iirsk and Doll Grain, Cattle and Feeds Inc. Cimarron, KS. Office Manager Beef Land Feeyard. \$48,000/year.

Name Deleted - \$30,000 yr.

Name Deleted – I will be teaching Vocational Agriculture and be the FFA sponsor. \$35,000.

Name Deleted – Sullivan Supply sales representative. Hillsboro, Texas.

Name Deleted – American State Bank, Great Bend. Loan Administration. \$13/hr.

Name Deleted – Elevator Management w/ ADM. \$50,000/year.

Name Deleted – Ag/Commercial lending-Commerce Bank-Commercial Banking Assistant. \$12.15.

Name Deleted – Southern Plains Coop – Agronomy Trainee. \$14/hr.

Name Deleted – Farm & Ranch back home. \$30,000/yr.

Name Deleted – Family farm, Partner. \$60,000/year.

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

No – 16 Yes – 2

What was your most enjoyable AGRICULTURE class? Why?

I have had so many enjoyable but I would say Ag-resource evaluation because it helped me see the process of putting a dollar value to buildings exc(sic).

The most enjoyable agriculture class in college for myself was marketing farm products. This was the most enjoyable class for myself because it opened my eyes to the marketing side on agriculture. From

this class I was able to also learn more about agriculture markets, which eventually sparked my interest in grain merchandising. I have also enjoyed all of the agriculture technology courses as that is the future of agriculture.

Soil and water management because I enjoyed the lab periods where we went out and got to see what were(sic) learning be applied in a real life situation.

Crop Production. It interests me & is all about crops in KS & not ones I don't need to know about.

Marketing Ag Commodities. I think Dr. Smith is a great teacher and I(sic) was a subject I was interested in.

I really enjoyed Home Horticulture because we did a lot of activities relating to the course work which made learning the material easier. Dr. Jean also utilizes her resources when teaching by having people from the city, KSU research center, etc. come in and discuss things with us.

Any class with Doc. Keener, Because(sic) he really knows how to relate to the students.

Probably Soil & Water Management, because it pertained most to the career path I chose and had valuable information for me a(sic) soil conservationist.

AG Commodity Marketing – Because it was a class that interest me at the time. Going to work for a feeyard it's something I need to understand and know how to use. It is also something I can use in my own operation someday.

Commodity marketing(sic) and Farm Management. I enjoyed commodity marketing because it gave me a lot of new information that I didn't already know. Also, I feel that knowing how to read and understand the market as well as knowing how to hedge will be very beneficial. Farm management best prepares students to actually go back and farm.

Animal Science. I enjoyed learning in this class from Dr. Brower. He was a great teacher that incorporated real world stories and problems that helped relate to us as students. I also enjoy learning about animals.

Reproduction. Bob Keener did an absolutely amazing job using everyday issues, cases, and methods relevant to todays(sic) industry. He made sure each student walked out comfortable with the material covered.

Agriculture finance, it referred to what I want to do with my degree more than other classes.

Marketing – I enjoy numbers and the markets.

I enjoyed Ag Finance because that is what I am going in to so I was more interested in learning about that.

I really liked all of the computer classes with Smith – I was able to learn new things/formulas in Excel – which we will be using a lot more in the future.

Anatomy & Physiology of Domestic Animals – lots of hands-on work. Commodity Marketing—very educational & fun interaction through activities.

Ag 470-Ag Management and Marketing, we done a lot of realistic problems. Dr. Smith is an excellent teacher as well.

What was your least enjoyable AGRICULTURE class? Why?

Weed science because it was so dry last summer it reduced the quantity and variety of weeds makeing(sic) the class harder then(sic) it could be.

The least enjoyable agriculture class in college for myself was Soils. I believe that this course was taught like it was in the past or not up to date unlike many of the other agriculture classes. Also I didn't learn as much as I thought I would out of this course due to all of the busy work that was assigned. I found myself trying to memorize information rather than learn the information like I should.

Ag Law because it just wasn't something I was very interested in and my lack of interest made it difficult to study for the tests.

Crop Physiology, not a bad class it just doesn't interest me & is boring.

Crop Science. I've never had any interest in different types of weeds & I just had a really hard time learning the information.

Agribusiness Firms Management & Marketing is one of my least enjoyable classes because it isn't really structured and has several topics then we did case studies to help us learn. I felt the case studies were a waste of time because they were not using real data most of the time and the software we used was more expensive than what people would be willing to spend to use it on their own farm. I believe the software could be a great tool, but I was never able to fully understand how it worked. Dr. Smith is a very knowledgeable(sic) teacher, but explaining how it worked was hard for him.

Basic Soils, Because(sic) the teacher comes out to the students like that her class is the only class that students have. And Seminar, Because(sic) you cover the same stuff in a general speech class.

Soil Fertility & Fertilizers – very hard to understand and grasp all the information.

One of the Agronomy Classes it's something good to know but also wasn't something I was fully interested in.

I like many aspects of agriculture so each class was at least somewhat enjoyable. If I had to pick I would say Feeds, just because the topics can get boring and there is chemistry involved.

Principles of feeding was by far the least enjoyable agriculture class that I took at FHSU. Dr. Howell was one of the worst teachers that I have ever had. She never had any activities that would help us in the real world. She never had any labs that would have us figuring rations. She does not know how to teach feeds and especially for kids in Kansas. I would think that someone that doesn't have a degree in that field would be able to teach it to kids at the college level.

Nutrition and Beef Production. They were taught by Brittany Howell and she demands too much work and will not see a student(sic) opinion as a viable option. Constantly arguing (sic) to make her opinion heard and refusing to hear it any other way.

It's a tossup been(sic) principles of feeding and pasture & forages, I really didn't have any interest in that aspect of agriculture and it made it difficult to follow.

Animal Science – of least interest.

Ag Resource Valuation was my least enjoyable. The meeting time being at night didn't work into my schedule very well but because it was required, I had to work around it. Also I don't feel like I really learned much of anything.

If I had to pick one, it probably would be the Ag Commodity-mostly because I don't take a great interest in it & therefore it was hard for me to understand, but it was a great class overall & Craig Smith helped me out a lot!

Crops Science – out dated material.

Ag 306 – Crops Insects, lots of busy work that was mainly confusing.

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

I liked that it wasn't all theory and no practical application. I felt the courses I took from the business(sic) school were just theory.

I have liked getting to know all of my professors and being able to talk to them at any point and they also know my name. I believe that is a great quality about the university.

To be honest after taking a lot of Dr. Jean's classes the thing I like the most is finishing my education here. I liked the small class sizes and being able to get to know everyone within my major and having the instructors get to know me on a personal basis. I like how I truly feel like I've earned my degree and I have learned lots of valuable information that will help me with my career.

Small classes & I really got to know most of my classmates & teachers.

The faculty but more so Dr. Smith. I have learned so much from him & he always takes time to explain it the right way & doesn't rush through it.

I enjoyed all the opportunities available in the ag department as well as the instructors. The classes offered, for the most part, a lot of hands on experiences that will be valuable to use in the future at a job or on the farm.

The small class size, the one-on-one with the teachers, and the low cost of the classes.

A broad variety of classes are offered.

It was an all around education to where I could learn several difent(sic) thing(sic) in agriculture.

I have really enjoyed how students can easily approach professors. Also, how teachers are so willing to help, not only with class but also with other things. The Shows Team was easily my favorite part of college.

The thing that I liked the most was the way that most of the teachers will know you by a first name basis by the end of the semester. I also enjoyed taking the AG Education classes that they had to offer. I think FHSU needs to promote the AG Ed program more since they are one of two schools in Kansas that offers that as a major. The classes were very helpful and most of the teachers were very educated about the subject at hand.

I really enjoyed how majority of the instructors made the students feel worth something. They were willing to help in every aspect of our education or find somebody who could.

I like the teachers and the class sized(sic), the teachers are very friendly and want to help you with anything even if it doesn't relate to their own class and the class sizes never felt overwhelming or too big.

The Faculty.

I have liked being in a program that is fairly laid back and not so technical.

What I liked the most is the ability to build a relationship with the instructor. It makes it easy to talk with them & ask questions.

Being able to be one-on-one with professors.

Everyone knows each other and the program is more relaxed and not so strict.

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

Haveing(sic) to take courses over in the bussiness(sic) school.

The thing I have liked least about my agriculture education at FHSU is the availability of agriculture business related courses.

I did not like the lack of interest in getting our name out there on campus and being required to take so many pointless general education classes from other departments. I did not like the lack of power the Ag. Department has on campus, I feel that our department is as important if not more important than all the others here at Fort Hays.

All of the service learning projects.

Nothing. I enjoyed it all.

I felt that several of the classes were repetitive, although they built on each other. If you did not take the classes in the proper order, it made learn(sic) some of the information a little difficult. There also was some difficulty getting into some of the senior level courses.

There are not very many scholarships that you can get to be on Ag. teams. Such as livestock judging, Agronomy, show teams, ect.(sic) And that it is extremely hard for a transfer student to get scholarships the 1st semester they arrive.

The amount of work in some of the classes is ridiculous.

Some of the extra curricular(sic) classes I was required to take outside of agriculture especially science classes. Other majors arn't(sic) required to take any ag classes.

I would like to see more hands-on learning and utilizing the Farm facilities much more in class.

That I was the only student going through the Ag Ed program at the time that I was. I think that FHSU needs to promote that program!

The fact that we do not utilize the FHSU farm the way we should. Hardly any student involvement, experimentations or research is being done. We should get more involved with nutrition changes, feeding reqiments(sic), and breeding programs.

I didn't like taking classes like didn't really relate to my degree and what I intend to do with my degree, they were really hard to follow and achieve in because there was no interest.

The noisy A/C in Albertson 206.

This may not be considered part of the education, but I think the Ag clubs (B&B, Collegiate Farm Bureau, ETA, etc.) could be more public and organized. Being a transfer student, I was clueless about these clubs. I felt, and still feel, that I don't fit in with other ag students because I'm not as involved.

I can't really pin anything down about what I liked the least. The teachers were great to communicate with if I had any questions & made me feel comfortable to come to them with anything.

Most classes seem to be outdated & needs new, up-to-date material.

Lack of real-life examples from teachers, too much theory.

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

Keep on with the application to the theory.

I would like to see more guest speakers coming to the university to talk about their job/experiences in agriculture. I have learned a great deal from agriculture employers when they do come speak. I would also like to see that students have the opportunity to learn more about the use of technology/excel (I never thought I would say that) and how it is used in the agriculture field. I would also like to see teachers getting to know their students and being able to help them learn and be more excited about agriculture.

Nothing that I can think of at this time.

The excessive amount of service learning projects in Dr. Jean classes.

I think everything should mostly stay the same but would like some ag econ. class choices.

I feel the agriculture department needs to add more classes to help in some majors, as well as assisting transfer students in getting the upper division credit hours required to graduate.

Like stated above more scholarship oppertunities(sic) for transfer students. That all the advisors know how to handle transfer students schedules, and know what classes they are exempt from & what classes they are not.

I would keep it the same, it's a good department.

More hands on thing I think kid(sic) retain more that way⁶ and continue to use more real life things to discuss in the class about wats(sic) going on in agriculture today. Stay away from the books a little bit.

I would like the department to continue allowing students the opportunities to travel with organizations. I feel like traveling to other states and learning from the experiences really taught me a lot. I will remember what I learned from these experiences much more than what I have learned in class.

I would like to see Dr. Howell leave and replace her with a nutritionist that knows what they are talking about. I would also like to see the AG department promote the AG Ed program.

Same as above, plus try to do more events as a department like the back to school picnic.

I think there should be more variety in class times by offering classes more than once a year and at different times during the semesters.

Keep Craig Smith happy. He is very valuable as a professor. Keener's style and experience is very good as well.

I think the required classes need to be offered both semesters. Because of this, I graduated a semester later than I could have.

Well you have already considered changing it – making Calculus methods or Chem 2 required for Ag. Bus. majors. Since I've been in the job I wanted to kind of do for Internship – I do not need calc, it was a waste of money & my time. Since I won't be going on to grad school.

I would like to see class material updated, as the world is much more technology advanced.

Some teachers need to learn how to relate to the students more. You can be extremely smart in a field but if you can't relate to the student they won't learn anything.

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

Not really.

I was an active member of Ag Business club and participated as much as I could in DTA. I wish I could have joined these clubs earlier in my education! It was nice getting to know the other members in these clubs and learn from the club activities.

Alpha Gamma Rho.

No.

I was an active member in DTA, agronomy club, and Farm Bureau.

Livestock Association, & Sigma Alpha, Livestock Judging team.

Yes, numerous . . . Farm Bureau, Sigma Alpha, Agronomy Club, DTA.

No.

FHSU Swine shows team. I learned a lot from the experience and I am very grateful(sic) to have had the opportunity.

I was on the Livestock Judging Team. I also was in Sigma Chi which is not an AG Fraternity but there was four Ag majors that were active members.

Alpha Gamma Rho, Livestock Association, Block & Bridle.

Agronomy Club (not listed).

Collegiate Farm Bureau, DTA.

Ag Business Club & Sigma Alpha Sorority.

No.

No.

Ag. Business.

Ag Business Club

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 army reserves.

I did not have a job while at school anytime. I did have a full time job in the summer working 60+ hrs. each week.

No job.

Part-time – Student Service Center. 20 hrs.

I went home on the weekends and helped at the co-op whenever possible, but did not have a stead(sic) jobs.

No.

No.

I worked part-time through my entire college career, and worked full time the summers I took summer classes

. . . Hours varied by semester, anywhere from 10-30 a week.

My Jobs were part time usually workin(sic) 20-30 hours a week, also at times while I was in college I was workin(sic) 40-45 hrs. a week also.

Fall 2012 worked at KSU-ARCH around 20 hrs/week.

Four semesters I had a part time job. For one year I worked at the Swine Unit and for the other year I worked at the KSU research center. At those jobs I worked around 20 hours a week. The other two years I worked around 30-40 hours a week.

Around 20 at the FHSU Dairy Unit.

Yes about 25-35 hours/week.

Yes – 20-30 hours.

Worked on campus at the College of Education & Tech. Worked 20 hrs/week.

Part time around 20 hrs/week.

Part time, 20-30 hours a week.

Other comments?

Getting to know teachers in the department has been very important in my education and has given me more drive for the field of agriculture. I would suggest that all teachers get to know the students while they teach. The agronomy courses I took were not the most educational for myself due to the busyness(sic) of the courses. I did not learn as much from the agronomy courses as I wished I would have and felt I put forth a great deal of effort. Agronomy was my background growing up and I thought

these courses would have been more beneficial for my education. Over all my experience with the agriculture department has been beneficial for my education. I am extremely blessed to have met the people I have both teachers and professionals in the field. Also the representation of agriculture employers at career fairs was great. I was able to use the career fairs to find an internship and full time job!

Loved the ag dept. So glad this way what I chose.

I appreciate how many ag employers attend the career fairs, but it would be even better if some or more local ag companies attended.

Get Brittany Howell out of there! She is making students feel inferior on a daily basis about everything!

Probably the strangest department on campus.

Summary: College of Health and Life Sciences Alumni Survey AGRICULTURE (Attachment G)

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

Response	Response Count	Percentage
Agriculture	<u>10</u>	100 %
Totals	10	

Gender

Response	Response Count	Percentage
Male	<u>4</u>	40.00 %
Female	<u>6</u>	60.00 %
Totals	10	

Most recent degree received from FHSU:

Response	Response Count	Percentage
Bachelors Degree	<u>9</u>	90.00 %
Masters Degree	<u>1</u>	10.00 %
Totals	10	

Year most recent degree was received.

Response	Response Count	Percentage
2008	<u>2</u>	20.00 %
2009	<u>1</u>	10.00 %
2010	<u>1</u>	10.00 %
2011	<u>2</u>	20.00 %
2012	<u>4</u>	40.00 %
Totals	10	

Age at time of graduation:

Response	Response Count	Percentage
20-23	<u>8</u>	80.00 %
24-29	<u>1</u>	10.00 %
30-35	<u>1</u>	10.00 %
Totals	10	

Status at time of initial enrollment at FHSU:

Response	Response Count	Percentage
Freshman	<u>5</u>	50.00 %
* Transfer	<u>5</u>	50.00 %
Totals	10	

*If a transfer student, transferred from:

Response	Response Count	Percentage
Technical School	<u>1</u>	10.00 %
Community College	<u>4</u>	40.00 %
Totals	10	

**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>8</u>	80.00 %
Masters	<u>1</u>	10.00 %
In progress	<u>1</u>	10.00 %
Totals	10	

Please identify your current employment status.

Response	Response Count	Percentage
Employed in major field of study	<u>5</u>	50.00 %
Employed outside of major field of study	<u>2</u>	20.00 %

Still seeking employment	1	10.00 %
Not seeking employment	1	10.00 %
Current Student	1	10.00 %
Totals	10	

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

Response	Response Count	Percentage
\$<25 K	1	10.00 %
\$25-39K	3	30.00 %
\$40-49K	1	10.00 %
\$50-74K	2	20.00 %
Totals	10	

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

Response	Response Count	Percentage
Strongly Agree	2	20.00 %
Agree	4	40.00 %
Strongly Disagree	3	30.00 %
Totals	10	

I currently work/reside:

Response	Response Count	Percentage
In Kansas	7	70.00 %
In the U.S., outside of Kansas	2	20.00 %
Totals	10	

My education adequately prepared me for employment in my profession.

Response	Response Count	Percentage
Agree	6	60.00 %
Disagree	2	20.00 %
Strongly Disagree	1	10.00 %
Totals	10	

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

Response	Response Count	Percentage
Strongly Agree	1	10.00 %
Agree	4	40.00 %
Disagree	2	20.00 %
Strongly Disagree	3	30.00 %
Totals	10	

My academic major program was challenging and rigorous.

Response	Response Count	Percentage
Agree	5	50.00 %
Disagree	3	30.00 %
Strongly Disagree	2	20.00 %
Totals	10	

My education helped me to develop my critical thinking skills.

Response	Response Count	Percentage
Strongly Agree	1	10.00 %
Agree	6	60.00 %
Disagree	1	10.00 %
Strongly Disagree	1	10.00 %
Totals	10	

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

Response	Response Count	Percentage
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Strongly Agree	1	10.00 %
Agree	5	50.00 %
Disagree	2	20.00 %
Strongly Disagree	2	20.00 %
Totals	10	

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

Response	Response Count	Percentage
Strongly Agree	3	30.00 %
Agree	3	30.00 %
Disagree	2	20.00 %
Strongly Disagree	1	10.00 %
Totals	10	

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

Response	Response Count	Percentage
Agree	5	50.00 %
Disagree	3	30.00 %
Strongly Disagree	1	10.00 %
Totals	10	

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

Response	Response Count	Percentage
Strongly Agree	1	10.00 %
Agree	4	40.00 %
Disagree	2	20.00 %
Strongly Disagree	2	20.00 %
Totals	10	

I received appropriate academic advising from my academic department.

Response	Response Count	Percentage
Strongly Agree	2	20.00 %
Agree	5	50.00 %
Disagree	1	10.00 %
Strongly Disagree	2	20.00 %
Totals	10	

I received appropriate career counseling from my academic department.

Response	Response Count	Percentage
Strongly Agree	1	10.00 %
Agree	4	40.00 %
Disagree	2	20.00 %
Strongly Disagree	2	20.00 %
Not Applicable	1	10.00 %
Totals	10	

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

Response	Response Count	Percentage
Strongly Agree	1	10.00 %
Agree	3	30.00 %
Disagree	2	20.00 %
Strongly Disagree	4	40.00 %
Totals	10	

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

Response	Response Count	Percentage
Strongly Agree	1	10.00 %
Agree	3	30.00 %
Disagree	3	30.00 %
Strongly Disagree	2	20.00 %
Totals	10	

My academic department has maintained appropriate contact with alumni.

Response	Response Count	Percentage
Strongly Agree	1	10.00 %
Agree	3	30.00 %
Disagree	3	30.00 %
Strongly Disagree	2	20.00 %
Totals	10	

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

Response	Response Count	Percentage
Strongly Agree	3	30.00 %
Agree	3	30.00 %
Disagree	2	20.00 %
Strongly Disagree	1	10.00 %
Totals	10	

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

Response
I am really unsatisfied with my education. During my years at FHSU the ag department was going through Some staffing changes. I have wwent on to fjrther
I think more "hands on" experiences, real life vs book, closer with students
Student evaluations should be taken seriously. There are instructors in the ag department that are not quality instructors. Most of my education in my field I learned on the job. There were some classes that I learned an enormous amount that continues to help me in my career today.
I think the beef cattle management has a great concepts but still needs to be developed more.
Dr Stephenson provided tremendous opportunities for all students within the department of agriculture.

I am interested in pursuing additional coursework through FHSU.

Response	Response Count	Percentage
Yes	4	40.00 %
No	6	60.00 %
Totals	10	

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

Response	Response Count	Percentage
I have considered acquiring a master's and other courses to become more educated in other academic areas.	1	10.00 %
degree or professional	1	10.00 %
Graduate coursework leading to a degree	1	10.00 %
Undergraduate coursework leading to a degree	1	10.00 %
Totals	10	

Preferred delivery method:

Response	Response Count	Percentage
On-campus/face to face cousework	3	30.00 %
Virtual/distance education coursework	1	10.00 %
Totals	10	

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

Response	Response Count	Percentage
Agriculture	10	100 %
Totals	10	

Please use the space below for additional comments.

No responses

Degree Earned

No Responses