

Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

Department: Food Marketing and Agribusiness Management – Ag Education  
Program: Food Marketing and Agribusiness Management  
Date: May 2007  
Updated: \_\_\_\_\_

## Check List:

**Introduction** Completed 5/14/07 Pages 4 - 6

### **Chapter 1**

1.1.a. Developed Program Objective #1 Completed 5/14/07, Chapter 1, Page 7

1.1.b Student Learning Outcomes For Program Objective #1

- Developed three to five “measurable” student learning outcomes (SLO).
  - For May 2007 Date Completed 5/14/07: Chapter 1, Page; 7
  - For May 2008 Date Completed \_\_\_\_\_ Chapter \_\_\_\_\_, Page; \_\_\_\_\_
  - For May 2009 Date Completed \_\_\_\_\_ Chapter \_\_\_\_\_, Page; \_\_\_\_\_

1.2 Student Learning Outcome –Curriculum Alignment Matrix For Program Objective #1

- For May 2007 developed a course alignment matrix for each SLO.  
Completed 5/14/07 Chapter 1, Page; 10 - 12

1.3 Assessment Tools/Performance Criteria/ Targets for Program Objective #1

- For May 2007 Developed an assessment plan for each SLO  
Completed 5/14/07 Chapter 1, Pages; 13 - 14

1.4 Results/Analysis/ Recommendations for Program Objective #1

Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

- For May 2007 Developed results, analysis and recommendations for each SLO  
Completed \_N/A\_\_\_\_\_ Chapter \_\_\_\_\_, Page; \_\_\_\_\_

1.5 Curricular Improvements for Program Objective #1

- For May 2007 Circular process initiated---measure, evaluate, improve, measure  
Completed \_ N/A \_\_\_\_\_ Chapter \_\_\_\_\_, Page; \_\_\_\_\_

1.6 Other Forms of Assessment for Program Objective #1

- For May 2007 Developed an assessment plan using other criteria of student performance  
Completed \_ N/A \_\_\_\_\_ Chapter \_\_\_\_\_, Page; \_\_\_\_\_

**Chapter 2**

2.1.a Developed Program Objective #2 Completed 5/14/07, Chapter\_2\_\_, Page\_\_17\_\_

2.1.b Student Learning Outcomes For Program Objective #2

- Developed three to five “measurable” student learning outcomes (SLO).
  - For May 2007 Date Completed 5/14/07: Chapter \_\_2\_\_, Pages; 17 - 18
  - For May 2008 Date Completed\_\_\_\_\_ Chapter \_\_\_\_\_, Page; \_\_\_\_\_
  - For May 2009 Date Completed\_\_\_\_\_ Chapter \_\_\_\_\_, Page; \_\_\_\_\_

2.2 Student Learning Outcome –Curriculum Alignment Matrix for Program Objective #2

- For May 2007 Developed a course alignment matrix for each SLO.  
Completed 5/14/07\_\_\_\_\_ Chapter \_\_2\_\_, Page; 20 - 22\_\_\_\_\_

2.3 Assessment Tools/Performance Criteria/ Targets for Program Objective #2

- For May 2007 Developed an assessment plan for each SLO  
Completed 5/14/07\_\_\_\_\_ Chapter \_\_2\_\_, Pages; 23 - 24\_\_\_\_\_

2.4 Results/Analysis/ Recommendations for Program Objective #2

- For May 2007 Developed results, analysis and recommendations for each SLO

Completed \_\_\_\_ N/A \_\_\_\_\_ Chapter \_\_\_\_\_, Page; \_\_\_\_\_

2.5. Curricular Improvements for Program Objective #2

For May 2007 Circular process initiated---measure, evaluate, improve, measure

Completed \_\_\_\_ N/A \_\_\_\_\_ Chapter \_\_\_\_\_, Page; \_\_\_\_\_

2.6 Other Forms of Assessment for Program Objective #2

For May 2007 Developed an assessment plan using other criteria of student performance

Completed \_\_\_\_\_ N/A \_\_\_\_\_ Chapter \_\_\_\_\_, Page; \_\_\_\_\_

**Key Definitions and Purpose of this Document.**

The CSU system is requiring development of Student Learning Outcome (SLO) Assessment as part of the larger picture of 5-Year Program Review. SLO Assessment is to be conducted every year as part of the yearly curricular process of:

<p><b>Fall, Winter and Spring quarters</b></p>	<p><b>gather data for assessment measures, analyze data, determine recommendations for curricular changes</b></p>
<p><b>Following Fall quarter</b></p>	<p><b>review Expanded Course Outlines to determine where needed curricular changes should be incorporated, develop new curriculum package of curricular changes</b></p>
<p><b>Winter quarter</b></p>	<p><b>submit curriculum package of changes to College, receive College approval, send approved curriculum package through University cycle</b></p>

**Traditionally Program Assessment has been the equivalent of 5-Year Program Review based on:**

**A. Broad Program Goals:** Comprehensive and inclusive statements about what the program will do, not what the graduates will achieve. They are not measurable.

**B. Outcome Measures:** Outcome measures are aligned with a Program Goal and are measurable. These measures are data showing graduation rates or completion rates, achievement of students after graduation, etc.

**This Document represents the current view of Student Learning Outcome Assessment as part of 5-Year Program Review which focuses on what students learn, the measurement of that learning and the development of a plan to improve the methods (curriculum) and level of student learning.**

**C. Program Student Objective or Goal:** Similar to program goal but focused on what graduates have achieved from their progress through a curriculum of study.

**D. Student Learning Outcomes:** These are aligned under the Program objective and are measurable. These are measurements of performance of skills, demonstration of knowledge linked to the Program Objective.

**The following template you will complete is not a one-time report.**

## **Introduction to the Program and the Assessment Plan**

*In this section it is important to give an overview description of your academic program so the reader can understand what your program is all about. Keep in mind you will be updating each section every year and will add the information as is outlined below. (The items in parentheses below are examples of how the document will be added to each year but will not be completed by May 2007.)*

A. Program Mission/Vision as applicable –

## Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

### 1. as of May 2007 -

The program was established in 1959 as the Agricultural Business Management Department (the first business program at Cal Poly Pomona). The department was, and is, the business component that ties together the technical departments in the College, such as Animal Science and Horticulture. This is the only such program in Southern California. Graduates manage both agricultural and non-agricultural firms throughout the state, with emphasis on the Imperial and San Joaquin Valleys and the greater Los Angeles area.

In the late 90s, recognizing that Southern California was becoming more of a center for food processing and distribution, rather than for production agriculture, the program was changed to Food Marketing and Agribusiness Management. We are currently seeing another change in the agricultural business area with an added emphasis on animal and equine industries.

### (2. as of May 2008 – indicate any changes or additions in May 2008)

B. Describe briefly the curriculum and instructional methods your program uses to accomplish your program objectives (i.e. Internships; capstone courses, course sequences, research projects, independent study, service learning etc). –

#### a. as of May 2007 –

The major currently has two course clusters: Accounting and financial management incorporated in FMA 324, Accounting for Agribusiness, and FMA 326, Financial Analysis for Agribusiness. The second sequence encompasses management and marketing which are incorporated in FMA 201, Agribusiness Management and FMA 304, Food and Agribusiness Marketing. Students may take FMA 200, Special Study for Lower Division Students and/or FMA 400, Special Study for Upper Division Students for independent study. Students have collaborated with a faculty member on research projects which have resulted in presentations at the following conferences/meetings: American Agricultural Economics Association annual meeting, Western Extension and Research Activity #72 for Agribusiness annual meeting, Food Distribution Research Society Conference, and the Central California Research Symposium.

Students may take FMA 310 and FMA 405, which are part of one of the career tracks for the FMAM major. In these courses, students design a complete business plan and then they compete at the Western Collegiate Food Marketing Competition in the spring of each

year. The Program has an internship (FMA 441, Internship in Food Marketing and Agribusiness, 3 units) that is a core course in the major. Students may also take FMA 442, Internship in Food Marketing and Agribusiness as an elective or career track course.

The attached 2006/2007 program assessment plan utilizes two course sequences to evaluate program objectives: The first course sequence is FMA 324, Accounting, FMA 326 Financial Analysis for Agribusiness; the second sequence is FMA 201, Agribusiness Management and FMA 304, Food and Agribusiness Marketing.

(b. as of May 2008;

In May 2008, the faculty will move the assessment to a capstone course that will incorporate all program objectives in one required (core) course. The core course FMA 328, Agribusiness Enterprise Management will be re-numbered to FMA 428, and it will serve as the capstone course for the program. In developing a marketing and business plan for a food or agricultural enterprise all program majors will be assessed on all major management, marketing and financial functions of a business organization.

C. Describe briefly the status of your current updates as a result of your previous assessment cycle

a. as of May 2007 for any previously completed student learning outcome assessment during the 2006-2007 academic year –.

(b. as of May 2008 for May 2007 cycle – to be added in May 2008)

## **CHAPTER 1. Program Objective #1 and Student Learning Outcomes (SLO)**

*Identify 2 program objectives that should probably be unique to your subject matter/discipline – 1 for Chapter 1 and 1 for Chapter 2. For the Program Objective below, identify 3-5 Student Learning Outcomes for each of the next 3 years. For subsequent years some of the same SLOs from May 2007 may be measured again in 2008 and 2009 or they may be measured every other year or every third year – each program will have to determine what is appropriate for their program and customize this listing for their program.*

### **1.1.a Program Objective #1**

Graduates will have the ability to obtain facts and qualitative information related to food marketing and agribusiness management and to present this information in written format.

**1.1.b.1. Student Learning Outcomes for Program Objective #1 – as of May 2007**

a. Student Learning Outcome #1

Describe Marketing's Strategic Role in an agribusiness organization and to design a marketing plan for an agribusiness product.

b. Student Learning Outcome #2

Obtain information regarding a major food company or agribusiness firm, summarize these, evaluate their strategic significance, and present in written format.

c. Student Learning Outcome #3

Using the Internet and other sources, identify location where resources (e.g., U.S. Government documents, trade journals, reference books, and academic journals) are available and applicable call number.

d. Student Learning Outcome #4

e. Student Learning Outcome #5

**1.1.b.2. Student Learning Outcomes for Program Objective #1 – as of May 2008**

a. Student Learning Outcome #1

b. Student Learning Outcome #2

c. Student Learning Outcome #3

d. Student Learning Outcome #4

e. Student Learning Outcome #5

**1.1.b.3. Student Learning Outcomes for Program Objective #1 – as of May 2009**

a. Student Learning Outcome #1

b. Student Learning Outcome #2

c. Student Learning Outcome #3

d. Student Learning Outcome #4

e. Student Learning Outcome #5

## 1.2 Student Learning Outcome-Curriculum Alignment Matrix for Program Objective #1 – as of May 2007

For each SLO identify in which courses are the SLOs introduced, practiced and mastered.

**I** = outcome is introduced    **P** = outcome is practiced    **M** = Outcome is Mastered

Course (number and title)	SLO #1: (write out SLO) Describe Marketing’s Strategic Role in an agribusiness organization and to design a marketing plan for an agribusiness product.	SLO #2: (write out SLO) Obtain information regarding a major food company or agribusiness firm, summarize these, evaluate their strategic significance, and present in written format.	SLO #3: (write out SLO) Using the Internet and other sources, identify location where resources (e.g., U.S. Government documents, trade journals, reference books, and academic journals) are available and applicable call number.	SLO #4: (write out SLO)	SLO#5: (write out SLO)
FMA 201 Managing Agribusiness Organizations		<b>I</b> <b>P</b>			
FMA 225 Sales and Advertising Management	<b>I</b> <b>P</b>				
FMA 304 Food and Agribusiness	<b>I</b> <b>P</b>				

Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

Marketing					
FMA 306 Wholesaling and Retailing of Food Products			<b>I</b> <b>P</b>		
FMA 311 Applied Economics for Agribusiness					
FMA 313 Politics of Food and Agriculture					
FMA 324 Accounting for Agribusiness		<b>I</b> <b>P</b>			
FMA 326 Financial Analysis for Agribusiness					
FMA 328 Agribusiness	<b>P</b> <b>M</b>	<b>P</b> <b>M</b>			

Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

Enterprise Management					
FMA 375 Data Management for Agribusiness					
FMA 402 Agribusiness Personnel Management			<b>I P M</b>		
FMA 441 Internship in Food Marketing and Agribusiness					

(Subsequent year alignment matrices will be inserted here.)

### 1.3. Assessment Tools/ Performance Criteria/ Targets for Program Objective #1 - as of May 2007

The Assessment Plan will include the following for items for each SLO:

- a. identification of what kinds of assessment tools (i.e., exam questions, project rubrics, oral presentation rubrics, etc.) are going to be used to collect DATA measuring student performance of the outcome
- b. identification of performance criteria (i.e. particular knowledge, or skill or demonstration of concepts, etc.)
- c. identification of the target of expected performance (as an example to include such things as-----
  1. Suggested level of achievement-----
    - mastered = 90% performance
    - intermediate = 80-89%
    - novice = 70 – 79%
    - unacceptable = less than 70%Each program needs to identify a value that indicates an expected level of achievement for each individual
  2. Target of achievement for the class could be----
    - mean of the entire class will be \_\_\_\_\_
    - Or* - a % target such as 75% of the class will achieve mastery of the SLO and less than 1% will earn unacceptable scores )
- d. notes/justification (additional information that would give the reader a better understanding of how decisions for a, b and c were arrived at)

Complete the following information for each SLO for Program Objective #1:

#### 1.3.1.a. SLO #1 – as of May 2007

- a. assessment tools: A written and oral presentation of an Agribusiness Marketing Business Plan assignment; written critique of the paper and presentation.
- b. performance criteria: Students will develop a Marketing Business Plan including- marketing research, market segmentation, targeting, pricing concepts, marketing channels, marketing communications, and integrated marketing communications.
- c. target of expected performance: 75% of students will demonstrate proficiency (grade of >79% on Marketing Business Plan, critique of paper and presentation.
- d. notes/justification

#### (1.3.1.b. SLO #1 – as of May 2008)

#### 1.3.2.a. SLO #2 – as of May 2007

- a. assessment tools: Paper evaluating the internal resources, practices, and performance of an agribusiness firm and deriving strategic implications from information collected.
- b. performance criteria: Students must locate and identify specific strategic information about an agribusiness firm. Examples of this information includes: the product line of the

company; its markets (type and geographic location of customers); primary processes; location of the company headquarters and major facilities; number of employees; where the company's stock is traded; its annual sales; the firm's market situation (e.g., background and current situation on consumer needs, perceptions, and buying trends, the current size and past growth of the market); the firm's product situation (i.e., a recent history of the sales, revenues, costs, and profits for two of the firm's products); the size, goals, market share, product quality, and marketing strategies of two of the firm's competitors; the prices, physical distribution practices, organization, and trade terms used in this industry and by this firm; and the macroeconomic environment. Students must summarize this information in written format. Students must synthesize this information into an analysis of strengths, weaknesses, opportunities, and threats (SWOT), and specify the main issues that must be addressed in the company's strategic plan, and present in written format.

- c. target of expected performance: 90% of class achieves 70% performance level
- d. notes/justification

(1.3.2.b. SLO #2 – as of May 2008)

1.3.3.a. SLO #3 – as of May 2007

- a. assessment tools: Final project in FMA 402 (business policy manual).
- b. performance criteria: Students will be able to identify location where resources (e.g., U.S. Government documents, trade journals, reference books, and academic journals) are available and applicable call number.
- c. target of expected performance: 90% of class achieves 90% performance level
- d. notes/justification:

(1.3.3.b. SLO #3 – as of May 2008)

1.3.4.a. SLO #4 – as of May 2007

- a. assessment tools
- b. performance criteria
- c. target of expected performance
- d. notes/justification

(1.3.4.b. SLO #4 – as of May 2008)

1.3.5.a. SLO #5 – as of May 2007

- a. assessment tools
- b. performance criteria
- c. target of expected performance
- d. notes/justification

(1.3.5.b. SLO #5 – as of May 2008)

## **1.4. Results, Analysis and Recommendations for Program Objective #1 – as of May 2007**

Provide the measurable results (data), an analysis (interpretations) and recommendations for general curricular changes (continue data collection, change matrices, develop new course, etc.) related to each SLO for data collected during 2006-2007. (Specific changes to be recorded in Section 1.5)

1.4.1.a SLO #1 – as of May 2007

- a. results
- b. analysis
- c. recommendations

(1.4.1.b SLO #1 – as of May 2008)

1.4.2.a SLO #2– as of May 2007

- a. results
- b. analysis
- c. recommendations

(1.4.2.b SLO #2– as of May 2008)

1.4.3.a SLO #3– as of May 2007

- a. results
- b. analysis
- c. recommendations

(1.4.3.b SLO #3– as of May 2008)

1.4.4.a SLO #4– as of May 2007

- a. results
- b. analysis
- c. recommendations

(1.4.4.b SLO #4– as of May 2008)

1.4.5.a SLO #5– as of May 2007

- a. results
- b. analysis
- c. recommendations

(1.4.5.b SLO #5– as of May 2008)

## **1.5. Curricular Changes for Program Objective #1 – as of May 2007**

Describe the curricular changes you will be making in specific courses related to each SLO:

1.5.1.a SLO #1 – as of May 2007

(1.5.1.b SLO #1 – as of May 2008)

1.5.2.a SLO #2 – as of May 2007

(1.5.2.b SLO #2 – as of May 2008)

1.5.3.a SLO #3 – as of May 2007

(1.5.3.b SLO #3 – as of May 2008)

1.5.4.a SLO #4 – as of May 2007

(1.5.4.abSLO #4 – as of May 2008)

1.5.5.a SLO #5 – as of May 2007

(1.5.5.b SLO #5 – as of May 2008)

## **1.6 Other Forms of Assessment for Program Objective #1 – as of May 2007**

Describe any other forms of assessment that you are using to validate any of your SLOs:

1.6.1.a. SLO #1 – as of May 2007

(1.6.1.b SLO #1 – as of May 2008)

1.6.2.a SLO #2 – as of May 2007

(1.6.2.b SLO #2 – as of May 2008)

1.6.3.a SLO #3 – as of May 2007

(1.6.3.b SLO #3 – as of May 2008)

1.6.4.a SLO #4 – as of May 2007

(1.6.4.b SLO #4 – as of May 2008)

1.6.5.a SLO #5 – as of May 2007

(1.6.5.b SLO #5 – as of May 2008)

## **CHAPTER 2. Program Objective #2 and Student Learning Outcomes (SLO)**

*Identify 2 program objectives that should probably be unique to your subject matter/discipline – 1 for Chapter 1 and 1 for Chapter 2. For the Program Objective below, identify 3-5 Student Learning Outcomes for each of the next 3 years. For subsequent years some of the same SLOs from May 2007 may be measured again in 2008 and 2009 or they may be measured every other year or every third year – each program will have to determine what is appropriate for their program and customize this listing for their program.*

### **2.2.a Program Objective #2**

Graduates will have proficiency with the concepts and terminology of accounting, and be able to solve applicable finance problems.

#### **2.2.b.1. Program Objective #2 – as of May 2007**

a. Student Learning Outcome #1

Demonstrate knowledge of accounting terminology.

b. Student Learning Outcome #2

Prepare general journal entries (debit and credit).

c. Student Learning Outcome #3

Calculate financial ratios and correctly compare to industry averages.

d. Student Learning Outcome #4

Calculate Net Present Value (NPV) for 2 investments and select the correct investment.

e. Student Learning Outcome #5

Calculate a bond value.

**2.2.b.2. Program Objective #2 – as of May 2008**

a. Student Learning Outcome #1

b. Student Learning Outcome #2

c. Student Learning Outcome #3

d. Student Learning Outcome #4

e. Student Learning Outcome #5

**2.2.b.3. Program Objective #2 – as of May 2009**

a. Student Learning Outcome #1

b. Student Learning Outcome #2

c. Student Learning Outcome #3

d. Student Learning Outcome #4

e. Student Learning Outcome #5

## 2.2 SLO-Curriculum Alignment Matrix for Program Objective #2 – as of May 2007

For each SLO identify in which courses are the SLOs introduced, practiced and mastered.

**I** = outcome is introduced    **P** = outcome is practiced    **M** = Outcome is Mastered

Course (number and title)	SLO #1: (write out SLO) Demonstrate knowledge of accounting terminology.	SLO #2: (write out SLO) Prepare general journal entries (debit and credit).	SLO #3: (write out SLO) Calculate financial ratios and correctly compare to industry averages.	SLO #4: (write out SLO) Calculate Net Present Value (NPV) for 2 investments and select the correct investment	SLO#5: (write out SLO) Calculate a bond value.
FMA 201 Managing Agribusiness Organizations	<b>I</b>				
FMA 225 Sales and Advertising Management					
FMA 304 Food and Agribusiness Marketing					
FMA 306 Wholesaling and Retailing of Food Products					

Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

FMA 310 Seminar in Food and Agribusiness Management					
FMA 313 Politics of Food and Agriculture					
FMA 324 Accounting for Agribusiness	<b>I P M</b>	<b>I P M</b>	<b>I</b>		
FMA 326 Financial Analysis for Agribusiness			<b>P M</b>	<b>I P M</b>	<b>I P M</b>
FMA 328 Agribusiness Enterprise Management	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
FMA 375 Data Management for Agribusiness					
FMA 402 Agribusiness Personnel Management					

Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

FMA 441 Internship in Food Marketing and Agribusiness					

## 2.3. Assessment Tools/ Performance Criteria/ Targets/ for Program Objective #2 - as of May 2007

The Assessment Plan will include the following for items for each SLO:

- a. identification of what kinds of assessment tools (i.e., exam questions, project rubrics, oral presentation rubrics, etc.) are going to be used to collect DATA measuring student performance of the outcome
- b. identification of performance criteria (i.e. particular knowledge, or skill or demonstration of concepts, etc.)
- c. identification of the target of expected performance (as an example to include such things as-----
  1. Suggested level of achievement-----
    - mastered = 90% performance
    - intermediate = 80-89%
    - novice = 70 – 79%
    - unacceptable = less than 70%

Each program needs to identify a value that indicates an expected level of achievement for each individual

2. Target of achievement for the class could be----

- mean of the entire class will be \_\_\_\_\_

*Or* - a % target such as 75% of the class will achieve mastery of the SLO and less than 1% will earn unacceptable scores )

- d. notes/justification (additional information that would give the reader a better understanding of how decisions for a, b and c were arrived at)

Complete the following information for each SLO for Program Objective #2:

### 2.3.1.a. SLO #1 – as of May 2007

- a. assessment tools: Embedded exam questions in FMA 324.
- b. performance criteria: Students will demonstrate that they know the meaning of a wide variety of accounting terms.
- c. target of expected performance: 90% of class achieves 70% performance level
- d. notes/justification

### (2.3.1.b. SLO #1 – as of May 2008)

### 2.3.2.a. SLO #2 – as of May 2007

- a. assessment tools: Embedded exam questions in FMA 324.
- b. performance criteria: Students will demonstrate ability to make different types of entries (e.g., ordinary transactions and adjusting entries) in a general journal. Students must have the following information correct, accounts (debit and credit) and amounts.
- c. target of expected performance: 70% of class achieves 90% performance level
- d. notes/justification

### (2.3.2.b. SLO #2 – as of May 2008)

2.3.3.a. SLO #3 – as of May 2007

- a. assessment tools: Embedded exam questions in FMA 326.
- b. performance criteria: Given balance sheet and income statements, students must calculate 13 financial ratios from the following categories: profitability, asset utilization, liquidity, and debt utilization. Students must compare calculated ratios to industry averages and correctly specify if they are better or worse.
- c. target of expected performance: 90% of class achieves 70% performance level
- d. notes/justification

(2.3.3.b. SLO #3 – as of May 2008)

2.3.4.a. SLO #4 – as of May 2007

- a. assessment tools: Embedded exam questions in FMA 326.
- b. performance criteria: Students will be given the following information for two investment alternatives: cash flows (amount and timing) and discount rate. Students must use this information to calculate the correct NPV for the two investments and select the correct alternative.
- c. target of expected performance: 70% of class achieves “pass” out of “pass/fail” performance
- d. notes/justification

(2.3.4.b. SLO #4 – as of May 2008)

2.3.5.a. SLO #5 – as of May 2007

- a. assessment tools: Embedded exam questions in FMA 326.
- b. performance criteria: Students will be given the following information regarding a bond: face value, coupon payment, maturity, and yield to maturity. Students must use this information to correctly calculate the price of the bond.
- c. target of expected performance: 70% of class achieves “pass” out of “pass/fail” performance
- d. notes/justification

(2.3.5.b. SLO #5 – as of May 2008)

## **2.4. Results, Analysis and Recommendations for Program Objective #2 – as of May 2007**

Provide the measurable results (data), an analysis (interpretations) and recommendations for general curricular changes (continue data collection, change matrices, develop new course, etc.) related to each SLO for data collected during 2006-2007. (Specific changes to be recorded in Section 2.5)

2.4.1.a SLO #1 – as of May 2007

- a. results
- b. analysis
- c. recommendations

(2.4.1.b SLO #1 – as of May 2008)

2.4.2.a SLO #2– as of May 2007

- a. results
- b. analysis
- c. recommendations

(2.4.2.b SLO #2– as of May 2008)

2.4.3.a SLO #3– as of May 2007

- a. results
- b. analysis
- c. recommendations

(2.4.3.b SLO #3– as of May 2008)

2.4.4.a SLO #4– as of May 2007

- a. results
- b. analysis
- c. recommendations

(2.4.4.b SLO #4– as of May 2008)

2.4.5.a SLO #5– as of May 2007

- a. results
- b. analysis
- c. recommendations

(2.4.5.b SLO #5– as of May 2008)

## **2.5. Curricular Changes for Program Objective #2 – as of May 2007**

Describe the curricular changes you will be making in specific courses related to each SLO:

2.5.1.a SLO #1 – as of May 2007

(2.5.1.b SLO #1 – as of May 2008)

2.5.2.a SLO #2 – as of May 2007

Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

(2.5.2.b SLO #2 – as of May 2008)

2.5.3.a SLO #3 – as of May 2007

(2.5.3.b SLO #3 – as of May 2008)

2.5.4.a SLO #4 – as of May 2007

(2.5.4.abSLO #4 – as of May 2008)

2.5.5.a SLO #5 – as of May 2007

(2.5.5.b SLO #5 – as of May 2008)

## **2.6 Other Forms of Assessment for Program Objective #2 – as of May 2007**

Describe any other forms of assessment that you are using to validate any of your SLOs:

2.6.1.a. SLO #1 – as of May 2007

(2.6.1.b SLO #1 – as of May 2008)

2.6.2.a SLO #2 – as of May 2007

(2.6.2.b SLO #2 – as of May 2008)

2.6.3.a SLO #3 – as of May 2007

(2.6.3.b SLO #3 – as of May 2008)

2.6.4.a SLO #4 – as of May 2007

(2.6.4.b SLO #4 – as of May 2008)

2.6.5.a SLO #5 – as of May 2007

(2.6.5.b SLO #5 – as of May 2008)

**CHAPTER 3. Program Objective #3 and  
Student Learning Outcomes (SLO)**

*-Additional chapters to be added over time as additional  
program objectives/SLOs are developed)*

Describe Marketing's Strategic Role in an agribusiness organization and to design a marketing plan for an agribusiness product.

- a. Assessment Tools: A written and oral presentation of an Agribusiness Marketing Business Plan assignment; written critique of the paper and presentation.
- b. Performance Criteria: Students will develop a Marketing Business Plan including- marketing research, market segmentation, targeting, pricing concepts, marketing channels, marketing communications, and integrated marketing communications.
- c. Target Performance: 75% of students will demonstrate proficiency (grade of >79% on Marketing Business Plan, critique of paper and presentation.