

June 2017

**Agriculture Business   
Program Review**

Modesto Junior College

Agriculture Business Program Review  
June 2017

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# Program Overview

**Instructions**

Supplemental information, links to previous reviews, and dashboards can be accessed from the review, please ensure your pop-up blocker is turned off, or use Ctrl-Click to bypass it.

Please review each question below, following the prompts and links given in the help text. Additional help, and a list of frequently asked questions is available on the [**Program Review Instructions**](http://www.mjc.edu/instruction/outcomesassessment/programreview/instructions/) page.

## Program Overview

Please list program awards that are under this department according to the college catalog. Next to each program award listed;

* Please denote if it should be included here, or should be listed elsewhere.
* Answer yes or no, if the program has external regulations
* Additional lines, if needed, may be added by typing the tab key while in the last cell
* Any additional notes can be added in the box below the table

[[addl help](http://www.mjc.edu/instruction/outcomesassessment/programreview/instructions/" \t "_blank)]

|  |  |  |
| --- | --- | --- |
| Program Awards | Include in Review (yes/no) | External Regulations (yes/no) |
| Agriculture Business (degree)  Agriculture Sales (degree)  Agriculture Sales, Service Technician(certificate) | Yes  Yes  Yes  Yes | No  No  No  No |

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## Response and follow-up to previous program reviews

On the **[Curricunet website](http://www.curricunet.com/mjc/search/program_reviews/)**, please locate your department and the previous program review. After reviewing, please complete the following questions;

Briefly describe the activities and accomplishments of the department since the last program review.

|  |
| --- |
| **The Ag Business major has the highest completion and transfer rate of any degree program in the department. The Ag Business program has maintained enrollment in courses even though overall college enrollment has declined. The Ag Business students actively participate in a wide variety of leadership development activities including: MJC Field Day - Farm Records contest, Regional and Sectional Parliamentary Procedure competitions, keeping records and assisting with the financial side of Animal Science Activities such as the MJC Sheep and Goat Jackpot. Students compete at the CAL Competitions each Spring Semester in the area of Agriculture Sales Presentations and are very successful bringing home first place awards.**  **Associates Degree for Transfer (ADT) have been successfully completed and are listed in the catalog.** |

## The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

|  |
| --- |
| The primary function of the Agricultural Business program is to introduce students to the primary concepts encompassed by Agri-businesses including: Economics, Accounting, Management, Sales and Marketing. The program also meets many transfer requirements for students who wish to pursue a degree at a four-year university.  In keeping with the Mission of the YCCD and Modesto Junior College the primary goal of the Agriculture Business degree programs is to provide students with skills enabling them to make logical and sound business decisions given the global nature of agriculture today. Through local industry contacts and business partnerships students are provided with innovative learning opportunities. Agriculture is a diverse and powerful driving force in the Central Valley and the MJC Agriculture Business program is student-centered and devoted to providing every student with a solid educational foundation. |

# Student Achievement and Completion

## College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [**[**view**](http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592#home)**] by 2022.** The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units).**

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCO Scorecard by 2022.

## Success

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the [**Success Rate Data Dashboard**](http://www.mjc.edu/instruction/outcomesassessment/programreview/prdashboard/success.php) and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

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| --- |
| The success rate of the Ag Business Program has hovered in the 70% range with ups and downs between spring and fall for the past 2 years. The fill rate has declined somewhat over the past two years also. This is interesting as it would seem that as fill rates decline, success rates would increase but that is not the case with the data presented. I have no idea why the success rates have declined over the past years. The instructors have remained relatively the same perhaps the student population is less prepared for the rigor of Ag Business courses. |

What is your set goal for success? Do your department and individual course rates meet this goal?

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| Continued increase by a minimum of 2% would be an achievable goal for the department as a whole. |

If your rates for success are lower than your goals, what are your plans to improve them?

|  |
| --- |
| If are rates of success are lower than our goals we will evaluate programs individually, consult our advisory committee, and work with instructors to collect accurate data. |

Locate your department equity rates on the [**Success Rate Data Dashboard**](http://www.mjc.edu/instruction/outcomesassessment/programreview/prdashboard/success.php) (by pressing on the equity tab). Examine these rates, disaggregated by ethnicity and gender, over the last two years. If there are differences in success across groups, how do you plan on addressing issues of student equity? In other words, how do you plan on closing achievement gaps across student populations?

|  |
| --- |
| The large majority of our students are white (over 70%), with a smaller majority being male. The success rate in this demographic is higher than in the other demographic groups at 77% successful. The success rate in the Hispanic group is the next highest with 64% which is still slightly above the college average. The success rates in the other ethnic groups is quite low but the caveat is that the enrollment for these groups is very low also. The other ethnic groups represent a small minority of students in the overall enrollment in the program. One way to close achievement gaps would be to identify the specific students representing these groups and reach out to them to provide additional assistance. Perhaps this is where the “Student Success Coaches” could actually make a difference with these targeted individuals. |

If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

|  |
| --- |
| We have increased the numbers of sections for distance education courses and hybrid courses over the past few years however, the primary method of teaching is face-to-face. |

## Conferred Award Trends

Review the [**Program Awards Dashboard**](http://mjc.edu/general/research/dashboards/drilldown/awards_drilldown.php)**,** using the drop-down filters to focus the analysis on your department. Starting with identifying the year, please supply degrees and certificates awarded. These charts will be attached by Research and Planning before being posted publicly.

What is your set goal for degrees and certificates awarded? Do your rates meet this goal?

|  |
| --- |
| The Agriculture Business department awarded 33 AS Degrees in 2017 which is up from 23 in 2016 and the general trend is increasing. We haven’t set a specific goal for the program but will continue to improve advising and awareness of the degree process so more students obtain their degrees. |

If your rates for degrees and certificates awarded are lower than your goals, what are your plans to improve them?

|  |
| --- |
| See above. Advising students on how to apply for awards and which courses will allow them to obtain multiple awards. |

# Student Learning Outcomes

**Instructions**

This section of the Program Review measures student learning.

PLO / GELO / ILO Outcomes

To ease in analysis, trending charts have been created by Research and Planning on the [**Learning Outcomes Dashboard**](http://www.mjc.edu/instruction/outcomesassessment/programreview/prdashboard/lo_data.php) website. Using these charts, you can identify your current success rates in student achievement towards the outcomes. Considering your current outcome success rates, and previous semester, set a department aspirational goal, and examine what your outcome success rates are currently. Later you will be asked to outline a plan to achieve this threshold, but for now, simply supply the Goal % and Current % for each level.

Note: If the dashboards do not show your Learning Outcomes, please ensure that they have been mapped in eLumen. Each course will need to be mapped to each applicable PLO, GELO, and ILO. The Outcome Assessment Workgroup has created a web page detailing the work already done -> [**PLO, ILO, and GELO Assessment grids**](http://www.mjc.edu/instruction/outcomesassessment/plogeloiloassessment.php)**.** For additional assistance, review **the**[**Course Learning Outcome Assessment**](https://www.mjc.edu/instruction/outcomesassessment) web pages, or contact Nita Gopal at [**gopaln@mjc.edu**](mailto:gopaln@yosemite.edu?subject=PLO%20%2F%20GELO%20%2F%20ILO%20Mapping)**.**

## Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the [**MJC Student Learning Outcomes Assessment**](http://www.mjc.edu/instruction/outcomesassessment/programreview/prdashboard/lo_data.php)website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

**Program Learning Outcomes (PLO)**  
What is your set goal for PLO success? Do your overall rates meet this goal?

|  |
| --- |
| Our goal is to increase PLO success and currently our rates meet this goal. |

**General Education Learning Outcomes (GELO)**  
If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal?

|  |
| --- |
| Not applicable |

**Institutional Learning Outcomes (ILO)**  
What is your set goal for ILO success? Do your overall rates meet this goal?

|  |
| --- |
| Since communication category has the lowest success rate, we will increase emphasis in this area through the class room as well as advising. Yes the rates meet the goal. |

**Continuous Quality Improvement**  
If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

|  |
| --- |
| Our rates will meet our goals through our department changes. |

**Equity and Success**  
Do your rates for your PLOs, GELOs, and ILOs vary across student populations?  How you do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

|  |
| --- |
| We have an increased success rate within our Asian and undeclared groups however the success rate among the native American and black group need improvement. The majority of the students, which are in the white group fall in between these two. Several of our staff members have been through the equity training and will be presenting equity tools to the entire staff several times a year. |

# Curriculum and Course Offerings Analysis

## Curriculum Analysis

Courses that have not been reviewed, or not scheduled to be reviewed, are listed on the Curriculum Committee web pages.  To aid in use, please [view this filtered spreadsheet](http://www.mjc.edu/instruction/outcomesassessment/programreview/documents/coursereviewstatus.xlsx), using the drop down menus along the field headings, to view just your department.  On opening the spreadsheet, click the Enable Editing and Enable content buttons that should appear across the top menu bar.

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

Provide your plans to either inactivate or teach each course not taught in the last two years.

|  |
| --- |
| Ag Economics 225 and Ag Economics 50 are the 2 classes that are on the filtered spreadsheet. Ag Ec 225 has been reviewed and submitted to the Curriculum Committee. Ag Ec 50 presents a problem as it is a course used for high school articulation in 2+2 programs however, it is not required as part of any AS Degree so therefore it falls into the category of “Stand Alone” which currently is not acceptable. This problem is being investigated. |

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

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| --- |
| Yes, the catalog is accurate and the catalog addendum. |

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

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| --- |
| The most recent educational awards in Ag Business is the AS-T award which was completed Spring of 2017. |

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

|  |
| --- |
| N/A |

## Course Time, Location and Modality Analysis

Please follow this link and review the [**Course Attributes**](http://www.mjc.edu/instruction/outcomesassessment/programreview/prdashboard/courses.php) in regards to when, where, and in which method the courses in this program are taught. Use the filters to focus the report on your department. Then answer the following questions.

**Location/Times/Modality Trend Analysis:**  
Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

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| Ag Business courses are taught primarily in the morning in a face-to-face format. The Agricultural Computers course is taught as an online course and there are program plans to address the need of more night classes. The Elements of Ag Economics course has been taught in the evenings and this needs to be addressed in the future because currently, there are 0 Ag Business courses taught in the evening. The Elements of Ag Economics course could also be submitted in an online format. |

# Program Analysis

## Program Personnel

Please refer to the [**Department Faculty and Sections Dashboard**](http://www.mjc.edu/instruction/outcomesassessment/programreview/prdashboard/faculty_sections.php) to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Additional comments or narrative can be added below.

|  |  |  |
| --- | --- | --- |
| Faculty Name | Full-Time or Part-Time (adjunct) | Hire Date (optional) |
| Boyd, Marlies | FT |  |
| Marchy, Lori | FT |  |
| Hobby, William | FT |  |
| Palmer, James | PT |  |
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## Faculty Assignments

Please refer to the **Department Faculty and Sections Dashboard** to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies. Please note that summer positions are all shown as adjunct due to payroll categories.

Enter figures for each term, to add additional rows, click in last cell on right and push tab on the keyboard.

Additional comments or narrative can be added below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term (Year Term, e.g. 2016) | # Sections Offered / Term | # Taught by FT Faculty | # Taught by Other Faculty | Program Fill Rate % |
| 2015(Fall) | 7 | 5 | 2 | 100% |
| 2016(Spring) | 5 | 3 | 2 | 102% |
| 2016 (Summer) | 1 | 0 | 1 | 88% |
| 2016 (Fall) | 7 | 5 | 2 | 99% |
| 2017(Spring) | 5 | 3 | 2 | 95% |

## Departmental Productivity Measurements

If not pre-filled, please complete for **two years** the following table of indicators, as listed on top of the [**Productivity Dashboard**](http://www.mjc.edu/instruction/outcomesassessment/programreview/prdashboard/program_productivity.php). A picture of this dashboard will be supplied by Research and Planning. Please enter one term per line; to add an additional line, click in last cell and use the Tab key.

The space below is available for comments and narratives.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term (e.g. 2016 Fall) | FTEF | FTES | FTES/FTEF | WSCH/FTEF |
| 2015 Fall | 1.25 | 24.27 | 19.41 | 582.38 |
| 2016 Spring | .90 | 19.96 | 22.18 | 665.47 |
| 2016 Summer | .15 | 3.28 | 21.87 | 656 |
| 2016 Fall | 1.25 | 23.64 | 18.91 | 567.38 |
| 2017 Spring | 1.30 | 224.87 | 19.13 | 573.82 |

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# Long Term Planning and Resource Needs

## Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the [**Program Review Instructions**](http://www.mjc.edu/instruction/outcomesassessment/programreview/instructions/index.php) page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

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| The program will expand due to the nature of growth in Agri-Business in the local community. Stanislaus county will continue to lead the nation in agricultural production and modern agricultural trends will revolve more around management so the demand for students with skills in these areas will grow. Staffing in the department needs to be taken into consideration as the program grows to meet local needs. Replacement of retiring instructors, updates of facilities and the development of more online courses will require attention.  Enrollment in Ag Business courses continues to expand with courses at or above capacity each semester. It's difficult to offer additional sections in the Ag Business because most instructors are at 100% full load and have many obligations outside the classroom so taking on extra sections is very difficult. The degree program tends to be one of the most popular in the Agriculture Department due to its versatile nature. As this program continues to experience solid enrollment and full classes, the use of equipment such as the computer lab, the buses for field trips and field trip funding in general needs to be maintained. . Plans for update and replacement of the equipment needs to be taken into consideration. |

## Resource Request and Action Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority | Name | Resource Type | Estimated Cost | Objective |
| 1 | **Ag Computer Instructional Technician** | Personal - Classified | $65K | This would allow the computer lab to be more effectively and efficiently utilized and it would promote better maintenance and care of the existing equipment. |
| 2 | **Farm Market Building or Re-model** | Building - remodel | $40K | Create a “Farm Market” experience where products produced on the MJC Ag Farm could be sold to the public. |
| 3 | **Ag Busses** | Equipment >$5 | $100K | Promote field trips to local industries |
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## Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (<https://www.mjc.edu/governance/rac/documents/ielmallocationsummary20142015.pdf>)

The Evaluation / Measured Effectiveness can be typed in another program and pasted here, or typed directly in to the box below. The box will expand with additional text, and paragraphs (hard returns) can be added by using Ctrl+Enter.

|  |  |  |
| --- | --- | --- |
| Resource Allocated | PR Year | Evaluation / Measured Effectiveness |
| Computer Lab Desks | 2017 | Improved access to resources and enhanced instructional methods |
| Smart Classroom Projector | 2016 | Improved classroom communication |

# Career Technical Education Questions

The following series of question focus on Career and Technical Education, and can be answered using the labor data from Cal-PASS Plus on [**Launchboard**](https://www.calpassplus.org/User/Login.aspx). You will need to create an account before accessing the [**Launchboard**](https://www.calpassplus.org/User/Login.aspx).

## How many students did you serve in the last two academic years?

(See Program Snapshot Reports > Where are students taking courses in the region > student)

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## What kinds of students are you serving?

(See Program Snapshot Reports > Where are students taking courses in the region > Check Categories)

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## What percentage of your students are persisting? Consider within the program and within the college.

(See Program Snapshot Reports > Are students progressing the pathway? > Term-to-Term Retention and Persistence)

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## Are students getting and keeping jobs?

(See Program Snapshot Reports > Are students getting jobs?)

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## What percentage of students are attaining a living wage?

(See Program Snapshot Reports > Are Students Making Reasonable Wages? > Living Wages button)

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# Appendix

## Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

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Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

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Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

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What factors serve as barriers to recruiting active faculty to your program(s)?

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## Review Process Feedback

Please share any recommendations for improvements in the Program Review process, analysis, and questions. Your comments will become part of the permanent review record.

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| Why are instructors required to transfer data that is already existing in the campus wide report? It seems this information should already be on the program review, ready for us to analyze. Also the full time, part time facility names and information should already be on the report. Manually entering data and names takes time away from analysis and discussion. |

# Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

|  |
| --- |
| The Agriculture Business Program has strong connections with the agriculture industry not only within the state of California but also on a national level. This is a key attribute to effective, relevant instruction. The faculty challenges students to examine potential careers in the industry and encourages students to investigate new and upcoming areas of importance in Agriculture Business.  It is evident, through careful analysis of the data provided, that the Agriculture Business program has grown steadily over the review period. This steady growth in the program occurred during the time that there was steady decline, or only slight growth, in college numbers over the same period of time. ; As discussed in this review the Agriculture Business staff will continue to make a concerted effort to continue to improve student numbers.  An important factor to note regarding the Ag Business Program is that the success rate for the program is higher than the college average and the retention rate is also strong for all courses offered(higher than the college average). At the present time, there are some staffing issues. The professors that currently teach the Agriculture Business courses are teaching at maximum capacity. Some of the courses in the Agriculture Business program are being covered as overload by professors that are officially assigned to other program areas. For the last three semesters, adjunct faculty have covered several of the courses. In addition to their load the professors are involved in a wide variety of student activities, community events and industry-related activities.  There is a computer lab technician position that serves the program by maintaining the 28-station computer lab and providing assistance to all students in the Agriculture department. This position has been filled and it would be very beneficial for the program if this position could be expanded to a 100% full-time position.  Overall, the Ag Business Programs serves the students and the community in a very beneficial manner. |