**2021 Alumni Survey:**  
**Department of Agricultural and Resource Economics**

As a graduate of the Department of Agricultural and Resource Economics, your opinions are very important in our programming and planning efforts. We appreciate your taking the time to answer a few questions specifically related to your experiences in your major.

ARE1 **1.** **New and Proposed Courses**  
ARE has recently added new courses that our students can take as electives. How important do you think each of the courses listed below are for preparing ARE students for their careers? In responding, think

about the applicability of the courses to your career as well as on your outlook for the emerging skill sets that will be needed by graduates.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Extremely important  (5) | Very important  (4) | Moderately important  (3) | | Not very important  (2) | | Not at all important  (1) | |
| 1. Agribusiness Analytics (how to use big data sets readily accessible today for business purposes) (1) |  |  |  | |  | |  | |
| 2. Agribusiness Entrepreneurship (how to conceive, create, fund, and build an agribusiness) (2) |  |  |  | |  | |  | |
| 3. Agricultural Export Marketing (how to acquire international markets for agricultural products and the logistics of international trade) (3) |  |  |  | |  | |  | |
| 4. Bioethics (how to identify and handle ethical concerns related to the biotechnology of crops and livestock) (4) |  |  |  | |  | |  | |
| 5. Commodity Futures and Options (how to use the futures and options markets for price discovery and to manage price risks) (5) |  |  | |  | |  | |  | |
| 6. Contracts and Organization in Agriculture (how to use contracts as alternatives to the cash and spot markets for the sale of livestock and crops) (6) |  |  | |  | |  | |  | |
| 7. Energy Economics and Policy (how to use economics to develop and evaluate energy policies) (7) |  |  | |  | |  | |  | |

ARE1 **Importance of new and proposed courses (continued)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Extremely important  (5) | Very important  (4) | Moderately important  (3) | | Not very important  (2) | | Not at all important  (1) | |
| 8. Entrepreneurship Mentoring (how to conceive, create, fund, and build an agribusiness by learning from agribusiness entrepreneurs who co-teach the course) (8) |  |  |  | |  | |  | |
| 9. Excel for Agribusiness (how to use Excel for business applications) (9) |  |  |  | |  | |  | |
| 10. Food Policy and Law (how to use economics to develop and evaluate food policies and laws) (10) |  |  |  | |  | |  | |
| 11. International Agricultural Trade (how to use economics to develop and evaluate trade policies) (11) |  |  |  | |  | |  | |
| 12. Marketing and Risk Management in the Pork Industry (introduction to markets and how to manage price risks in swine production using futures and options markets and other contracts) (12) |  |  | |  | |  | |  | |
| 13. Production Agriculture, Agribusiness, and Taxation (how to incorporate tax regulations and laws into business decisions) (13) |  |  | |  | |  | |  | |
| 14.Societal and Global Issues in Agribusiness and Farming (how the current and impending societal and global issues that are predicted to occur over the next 35 years are expected to impact agriculture and the world) (14) |  |  | |  | |  | |  | |
| 15. Water Economics and Policy (how to use economics to develop and evaluate water policies) (15) |  |  | |  | |  | |  | |

ARE2 **2. What, if any, additional course(s) would you recommend we add to the curriculum?**

ARE3 **3. Internships, Work Experiences, Career Exploration, and Job Searches**  
ARE is actively working on or thinking about implementing a number of different strategies to help students gain work experience, explore careers, engage in professional networking, and be successful in searching for a job. How valuable do you think each of the following would be in helping to achieve that goal?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Extremely valuable  (5) | Very valuable  (4) | Somewhat valuable  (3) | Not very valuable  (2) | Not at all valuable  (1) |
| 1. Internships and work experiences (1) |  |  |  |  |  |
| 2. An annual career fair hosted by ARE focused specifically on agribusiness management (2) |  |  |  |  |  |
| 3. Having students read brief stories or spotlights about ARE alumni and their careers (3) |  |  |  |  |  |
| 4. A monthly presentation with a Q&A session featuring agribusiness professionals talking about their career fields and job duties (4) |  |  |  |  |  |
| 5. An alumni database for current and past students to access in order to explore networking opportunities, jobs, etc. (5) |  |  |  |  |  |
| 6. A job shadowing program (i.e., students spending a day at work with an agribusiness professional) (6) |  |  |  |  |  |
| 7. A course on job search skills (e.g., researching companies, developing and giving an ‘elevator speech,’ writing a resume and cover letter, how to interview) (7) |  |  |  |  |  |

ARE4 **4. How interested are you personally in doing the following?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Extremely interested  (5) | Very interested  (4) | Somewhat interested  (3) | Not very interested  (2) | Not at all interested  (1) |
| 1. Writing up a brief summary about your career path and job responsibilities for students to read (1) |  |  |  |  |  |
| 2. Giving a 30 minute presentation with a Q&A session to talk with students about your career field and job duties (2) |  |  |  |  |  |
| 3. Contributing your information to an alumni database so current and past students can contact you for networking opportunities (3) |  |  |  |  |  |
| 4. Participating in a job shadow program, where a student spends the day at work with you (4) |  |  |  |  |  |
| 5. Having a group of students visit your business for a few hours so they can explore career opportunities and network (5) |  |  |  |  |  |

ARE5 **5. Specialized Skills**  
Specialized skills are skills that make our majors more competitive in the job market but they are not specifically required by the major. Instead they are acquired or learned by taking elective courses or from

internships and work experiences. How important do you think it is for ARE to take the lead in helping students develop the following skills?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Extremely important  (5) | Very important  (4) | Somewhat important  (3) | Not very important  (2) | Not at all important  (1) |
| 1. The ability to analyze large data sets (1) |  |  |  |  |  |
| 2. The ability to use spreadsheets such as Excel (2) |  |  |  |  |  |
| 3. Entrepreneurial skills (3) |  |  |  |  |  |

ARE6 **6. How important do you think each of the following are to helping ARE students be successful in their careers?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Extremely important  (5) | Very important  (4) | Somewhat important  (3) | Not very important  (2) | Not at all important  (1) |
| 1. Earning a minor to complement their major in ARE (1) |  |  |  |  |  |
| 2. Participating in an independent research project with a faculty member (2) |  |  |  |  |  |

ARE7 **7. What specialized skill sets do you think are most important for ARE students to have by the time they graduate?** 

ARE8 **8. Professional Network**  
A professional network is your group of contacts who could help you find internships and jobs, who you might do business with, and who you could reach out to for advice or to collaborate with on projects.

How valuable do you think each of the following are to helping students explore career opportunities and/or network?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Extremely valuable  (5) | Very valuable  (4) | Somewhat valuable  (3) | Not very valuable  (2) | Not at all valuable  (1) |
| 1. The ARE department taking students on day-long bus trips to visit agribusinesses (1) |  |  |  |  |  |
| 2. Small groups of students briefly talking with a rotating group of professionals over lunch during their visit to an agribusiness (2) |  |  |  |  |  |
| 3. An ARE LinkedIn page for alumni, agribusiness professionals, faculty and students to network (3) |  |  |  |  |  |
| 4. Individual students having their own LinkedIn page (4) |  |  |  |  |  |
| 5. An ARE Instagram page (5) |  |  |  |  |  |

ARE9 **9. What suggestions do you have for ARE helping students develop their professional networks?**

ARE10 **10. Conclusions**

How important do you think your major in Agriculture Business Management was in preparing you for your career?

* Extremely important (5)
* Very important (4)
* Somewhat important (3)
* Not very important (2)
* Not at all important (1)

ARE11 **11. How would you describe your job search skills at the time you graduated?**

* Very strong (5)
* Strong (4)
* Average (3)
* Weak (2)
* Very weak (1)

ARE12 **12. What was the biggest shock that you experienced about the job market?**

ARE13 **13. How many different full-time jobs have you had since you graduated? (If you got a promotion or a new title at the same place of employment, count that as a different job.)**

* None – I have never had a full-time job since graduating (0)
* One – I’ve been in the same job since graduating (1)
* Two (2)
* Three (3)
* Four (4)
* Five or more (5)

ARE14 **14. How satisfied are you with your career advancement since graduating?**

* Extremely satisfied (5)
* Very satisfied (4)
* Somewhat satisfied (3)
* Not very satisfied (2)
* Not at all satisfied (1)