

Farm Business Management Challenge Grant Evaluation

Conducted for the Minnesota Agricultural Education Leadership Council

12/1/2017

by

Doris Mold, Outside Evaluator, Sunrise Agricultural Associates, LLC

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Executive Summary

The purpose of this project is to assess the Minnesota State Colleges and Universities' (Minnesota State) Farm Business Management (FBM) Challenge Grants program, assessing its ability to maintain and increase the number of instructors and students in local FBM programs. This assessment will provide the basis for the evaluation of the grant program and will provide information that will communicate the impacts of the program.

The responder (Outside Evaluator) developed questions for the evaluation process; conducted focus group discussions with instructors; has reviewed progress reports and instructor responses to questionnaires; developed an interim report prior to the review of final report data. This information collectively was gathered and analyzed to provide answers to the following questions: 1) Is the grant program effective at maintaining and increasing instructors and students? Why or why not? 2) What are the most meaningful outcomes and impacts?

The Outside Evaluator recommended that progress towards grant parameters and indicators be evaluated in an interim report made during the program rather than waiting until program completion so that performance gaps could possibly be addressed during the process. The interim report was outside the scope of the RFP but it was agreed that it is an important step in the process. The interim reports provided valuable insight to both the colleges and MAELC as to progress and obstacles that the colleges faced. This insight led to the MAELC board deciding to adjust one of the measurement parameters in this round of funding.

Farm Business Management Challenge Grant Program

Program Overview

The Minnesota Agricultural Education Leadership Council (MAELC) awarded Farm Business Management (FBM) Challenge Grants to eight applicant colleges that planned to maintain and increase the number of instructors and students in their local FBM program. In order to be eligible for this program, all parameters outlined in the application were to be met. Only recognized Minnesota State Colleges and Universities' (Minnesota State) FBM programs were eligible to apply. Grant recipients received 50% of their grant monies up front. Another 25% was dispersed following the submission of their progress report. The final 25% was dispersed upon successful final reports and meeting the parameters.

Challenge Grant Parameters

In order to receive the full funding, FBM programs MUST meet the following parameters:

- Maintain current number of credentialed FBM instructors under a MSCF contract
- Grow current FBM student credit numbers by 2% (collegewide, not per instructor)*
- 80% of eligible students are enrolled as full time FBM students (10 credits per year)
***If college is below this number based on FY15 student credit numbers, they must show 2% growth towards meeting this criterion.*

- 80% of full-time students in the FBM program complete a FINAN analysis (whole farm at a minimum) and submit to the Minnesota statewide database
- Local college encourages professional development for new FBM instructors (less than 4 years of FBM experience) by supporting them in the Professional Excellence Program (PEP) for early career mentoring

*The MAELC board met December 9, 2016 and approved an amendment to the Farm Business Management Challenge Grant program. These changes were initiated based on feedback from multiple Minnesota State institutions who presented to the board about the unique challenges programs are facing specifically in meeting the 2% growth parameter.

After a lengthy discussion, the board approved that colleges are allowed to exclude retired, injured, or separated instructors' credit totals if not meeting credit-related parameters. If a college does not meet all challenge grant parameters after completion of their final report (due July 7, 2017), they will be eligible to develop a plan with a November 1, 2017 report back timeline to show how they will meet all current challenge parameters. If adequate progress is made, as determined by the MAELC grant committee, colleges would receive the final 25% payment at that time.

It was noted that if these funds are continued in the future, flexibility should be built into the Challenge Grant program to allow for some of these issues while still promoting retention and growth.

Recommended Quality Program Indicators

- 95% of students have completed an assessment within their respective business model. FINAN and enterprise submissions follow state parameters for submission (pricing, methodology, etc.)
- Instructor possesses and follows a professional development plan supported by the college
- Local college offers public meeting setting to present data related to FBM
- Local college is aware of statewide initiatives within FBM and supports instructor involvement

Initial Results

The reports completed by the colleges show that the Challenge Grant had meaningful impact on their Farm Business Management programs and that they were all progressing in the eyes of the parameters, especially after the amendment on credits was allowed. The Challenge Grant brought "new life" and a forward thinking attitude to many programs. It allowed for some new and innovative programming and helped the colleges reach some new audiences with the program. The program achieved, initially, what is set out to do and the reports include discussions of some meaningful outcomes and impacts.

The instructor questionnaire provided a very useful view into the Farm Business Management Challenge Grant Program and the Farm Business Management Program through their eyes. The instructors were very forthcoming in their responses. They echoed the college reports, but also brought forward items that were not covered in the college reports. There has been an improvement in their ability to provide service to their students. They are more optimistic about the future and are appreciative of new instructors coming on board, but point out that with new people it takes time to build their program and meet required parameters. There is also a very real concern about the economic situation in farming and how will farmers be able to afford the program in coming years when they will need the information that it generates to help them make tough decisions. They highlight the broader impact of the program on agriculture across the state through the open availability of the premier farm database FINBIN to anyone who wants to access it. This database based off of the farmer students' records provide an incredible wealth of information to lenders, other farmers and

stakeholders that would otherwise be unavailable if it weren't for the FBM program and the rigorous checks that the data is exposed to.

Now that some of the stress of program survival has been alleviated perhaps programs will be able to make even more progress in increasing students numbers; meeting the needs of more students; reaching new audiences and developing more innovative programs to help address rapidly changing modern agriculture and assist producers in being viable in the long run. Ongoing study of the programs to see what the longer term ramifications of the Challenge Grant are in order as some outcomes take longer to manifest themselves than in a two year period. The information that follows contains valuable information, but will provide even more lessons with additional time and perspective.

This report is separated into two main sections. Part I is based on the college reporting primarily from the final reports and some interim data. Additional interim report highlights may be found in the appendix. Part II is based on the optional instructor questionnaires that were administered. Information from both the college reports and instructors' questionnaires is printed as included in their responses with the exception of the removal of an individual's name in relation to an injury. The reviewer felt it important to let their words speak for themselves and chose not to modify their responses.

PART I - College Reports

College Challenge Grant Recipients Progress and Final Reports Overview

All successful Farm Business Management Challenge grant award recipients received an e-mail notification reminding them that they were required to complete a progress report at the end of the 2016 Fiscal Year and a final report at the end of the 2017 Fiscal Year. Reports were gathered utilizing the Qualtrics system available through the University of Minnesota. Eight out of eight recipients responded.

At the time of their reporting overall the Colleges reported the following:

- In 2015 55 - total instructors, 48 full time, 7 part time; 2016 - 57 total instructors, 52 full time and 5 part time; 2017 - 64 total instructors, 56 full time and 8 part time.
- A total of 2602 students, 1833 full time, 769 part time - 70% of all students were full time FY17 vs. FY15 3047 total students, 1778 full time, 1269 part time - 58.35% of all students were full time.
- A total of non-amended 23,498.7 credits sold (22,626.2 amended) at an average cost of \$178.01 per credit in FY17. In 2015 non-amended credits sold 23,880.9 (21,205.9 amended) at an average cost of \$182.54.
- In both FY16 and FY17 all colleges had over 80% of their farms doing FINAN analysis.
- In FY15 there were four colleges with instructors with less than four years of experience. By FY17, across six colleges, there were 17 instructors that had less than four years of experience.
- Seven of the colleges had 100% of their instructors participate in Professional Development Plan One college had 60%+ of their instructors participate.
- All colleges reported that receiving the FBM Challenge Grant had impacted their local college "A lot" the highest level option available.

- All colleges held public meetings in both 2017 and 2016. In 2017 colleges held 114 meetings that reached over 6521 people. In 2016 the colleges held 82+ public meetings that they hosted with an attendance of 4131 people.
- Colleges reported the following attendees at their public meetings: administrators, Ag finance/lenders, agri-business professionals, community members; farmers (non FBM students), FBM instructors, and FBM students attended. Colleges also reported that others participated including legislators; Minnesota Department of Agriculture and college faculty and students.
- In the final report FY17 seven colleges reported that as a staff they were involved in statewide Farm Business Management initiatives "A lot" the highest level of activity offered. This is up from four from in the interim report FY16; one reported at the next highest level "some" in FY17, while it was four in the interim report FY16.

Challenge Grant Parameters

- Maintain current number of credentialed FBM instructors under a MSCF contract

College	# FBM Instructors under MSCF Contract - Full-Time		# FBM Instructors under MSCF Contract - Part-Time		TOTAL	
	FY15	FY17	FY15	FY17	FY15	FY17
Alexandria	1	1	0	0	1	1
Central Lakes	4	7	1	0	5	7
MN West	7	9	4	6	11	15
Northland	6	7	1	2	7	9
Ridgewater	8	8	0	0	8	8
Riverland	8	9	1	0	9	9
South Central	12	13	0	0	12	13
St. Cloud	2	2	0	0	2	2
Totals					55	64

All maintained or increased.

Grow current FBM student credit numbers by 2% (collegewide, not per instructor)

College	# of Credits Sold		% Growth (looking for 2%)
	FY15	FY17	
Alexandria	457.0	525.0	14.88%
Central Lakes	1,959.0	2,205.0	12.56%
MN West	3,839.4	4,064.2	5.86%
Northland	3,394.0	3,067.0	-9.63%
Ridgewater	3,590.5	3,052.5	-14.98%
Riverland	4,375.0	4,205.0	-3.89%
South Central	5,338.0	5,433.0	1.78%
St. Cloud	928.0	947.0	2.05%

AMENDED # of Credits Sold		% Growth (looking for 2%)
FY15	FY17	
2,593.00	3,067.00	18%
2,806.50	2,900.00	3%
3,842.00	3,927.00	2%
4,781.00	4,991.00	4%

Four of the eight programs had grown their credit numbers within the parameters set. As previously noted the MAELC board voted to allow for amended numbers to exclude retired, injured, or separated instructors' credit totals if not meeting credit-related parameters. When allowed to do this all colleges met the parameter.

- 80% of eligible students are enrolled as full time FBM students (10 credits per year) ** If college is below this number based on FY15 student credit numbers they must show 2% growth towards meeting this criterion.

College	# Students Enrolled - Full-Time (10 credits or more/yr)		# Students Enrolled - Part-Time (less than 10 credits/year)		# Students Enrolled Total		% Full-Time	
	FY15	FY17	FY15	FY17	FY15	FY17	FY15	FY17
Alexandria	32	45	23	11	55	56	58%	80%
Central Lakes	90	172	219	127	309	299	29%	58%
MN West	231	249	330	138	561	387	41%	64%
Northland	234	213	184	146	418	359	56%	59%
Ridgewater	277	224	229	117	506	341	55%	66%
Riverland	357	354	135	117	492	471	73%	75%
South Central	462	489	120	93	582	582	79%	84%
St. Cloud	95	87	29	17	124	104	77%	84%
Totals	1778	1833	1269	766	3047	2599		71%

All show colleges are showing 80% full time or a 2% growth towards the parameter if they were below 80% in FY17 with three colleges showing 80% or greater and the remainder with 2% growth.

- 80% of full-time students in the FBM program complete a FINAN analysis (whole farm at a minimum) and submit to the Minnesota statewide database.

College	% Full Time Whole Farm FINAN FY16	% Full Time with Enterprise Analysis FY16	% Full Time Whole Farm FINAN FY17	% Full Time with Enterprise Analysis FY17
Alexandria	104.26%	95.74%	124.44%	113.33%
Central Lakes	212.50%	197.92%	11.05%	111.05%
Minnesota West	127.53%	99.19%	135.74%	94.78%
Northland	141.70%	116.14%	131.46%	112.68%
Ridgewater	102.79%	88.45%	15.63%	109.82%
Riverland	90.42%	82.25%	12.15%	83.33%
South Central	105.42%	97.91%	105.11%	98.36%
St. Cloud	93.26%	93.26%	0.00%	94.25%

In the FY17 responses it appears that some colleges changed how they accounted for their FINAN analysis. In some cases if the farm did a FINAN with an enterprise analysis they were not counted in the Whole Farm FINAN numbers which is a departure of what they did in the interim report. All colleges exceeded the parameter based on the FINAN with enterprise numbers. Unlike other parameters FINAN analysis information was not gathered for FY15 and was gathered in the FY16 interim progress reports of the programs.

Based on the fact that the majority of colleges reported higher numbers of FINAN completions than they have full time students indicates that they misread the question which asked for full time students. It also raises a question. Should those who are receiving instructor attention to prepare records that can complete a FINAN, especially the more detailed enterprise analysis be registered as full time students? What are the obstacles to moving these students to full time status?

FINAN analysis has considerable value to the participating farm business to help them understand the factors that are influencing their farm financial situation. The contributions of FINAN data to the Minnesota Statewide database also has tremendous value to the greater agricultural community - other farmers, lenders, educators, students, ag businesses and researchers all have a reliable place to go to get quality data. The FINBIN database that the data is entered into is greatly respected and widely acknowledged as the best publically available database for farm data in the United States.

- Local college encourages professional development for new FBM instructors (less than 4 years of FBM experience) by supporting them in the Professional Excellence Program (PEP) for early career mentoring.

College	# FBM Instructors w/less than 4 yrs. Experience	
	FY15	FY17
Alexandria	0	0
Central Lakes	2	4
MN West	2	4
Northland	2	3
Ridgewater	0	2
Riverland	0	1
South Central	2	3
St. Cloud	0	0
Totals	8	17

In FY15 there were four colleges with instructors with less than four years of experience. By FY17, across six colleges, there were 17 instructors that had less than four years of experience. Each of the colleges appears to be taking the professional development of their instructors seriously with all the instructors participating in some PEP. They are working with them to ensure that they are mentored and are getting guidance in their new roles.

Recommended Quality Program Indicators

- 95% of students have completed an assessment within their respective business model. FINAN and enterprise submissions follow state parameters for submission (pricing, methodology, etc.) Colleges are generally doing well in this area, while some are above 95% not all are reporting at this level. Additionally, this parameter does not indicate whether this number should be measured as for all students or only for full time students. Only data has been collected on full-time students.
- Instructor possesses and follows a professional development plan supported by the college
Seven of the colleges had 100% of their instructors participate in the Professional Experience Program. One college had 60%+ of their instructors participate.
- Local college offers public meeting setting to present data related to FBM
All colleges held public meetings in both FY17 and FY16. In FY17 colleges held 114 meetings that reached over 6521 people. In FY16 the colleges held 82+ public meetings that they hosted with an attendance of 4131 people. Colleges reported the following attendees at their public meetings: administrators, Ag finance/lenders, agri-business professionals, community members; farmers (non FBM students), FBM instructors, and FBM students attended. Colleges also reported that others participated including legislators; Minnesota Department of Agriculture and college faculty and students.
- Local college is aware of statewide initiatives within FBM and supports instructor involvement
All colleges are aware of and appear to support statewide initiatives within FBM and support instructor involvement. In the final report FY17 seven colleges reported that as a staff they were involved in statewide Farm Business Management initiatives "A lot" the highest level of activity offered. This is up

from four from the interim report FY16; one reported at the next highest level "some" FY17, while it was four in the interim report FY16.

Program Growth

Colleges found that the grant was an excellent motivator to grow the program. They did have suggestions on the parameters including: to have a "meet 3 of 5 goals" approach instead of an all 5 or nothing approach. The reality is that farm markets and farm education are linked. When the economy or markets go bad, it's difficult to remain in a growth mode when retention is the goal. There are challenges that continue to be raised with retired instructors "taking" students away from the program and doing farm management consulting.

New and Innovative

Beyond the excitement that having resources and good attention focused on Farm Business Management programs across the state, colleges reported some new and innovative programs and new audiences being reached because of the Challenge Grant program. Some of the new or innovative programs included: 1) drone and imagery education across multiple audiences including farmers; educators; and Ag. industry people; 2) Introductory online Farm Business Management programs for new and beginning farmers; 3) Risk management education programs; 4) Estate and transition planning programming; 5) Exploring distance learning for delivery of education; and 5) Items to bolster current programming including equipment purchases and student scholarships. Non-traditional audiences have been reached including: women; Veterans; minority/immigrant farmers and farm transitions. When doing the innovative programs and working with non-traditional audiences the students/participants don't always follow the traditional parameters that are being used to measure progress. Progress might not be seen as significant because of these "different" types of programming and not meeting the parameters.

Detailed College Final Report Results

The following details the questions and responses from the colleges from their final reports. They provide some good insights into the program from the college perspective.

Number of credentialed FBM instructors under MSCF contract (headcount, not FTE)

College	# FBM Instructors under MSCF Contract - Full- Time		# FBM Instructors under MSCF Contract - Part-Time		TOTAL	
	FY15	FY17	FY15	FY17	FY15	FY17
Alexandria	1	1	0	0	1	1
Central Lakes	4	7	1	0	5	7
MN West	7	9	4	6	11	15
Northland	6	7	1	2	7	9
Ridgewater	8	8	0	0	8	8
Riverland	8	9	1	0	9	9
South Central	12	13	0	0	12	13
St. Cloud	2	2	0	0	2	2
Totals					55	64

FY17 results

- Full time range = 1-13, average = 7, median 7.5
- Part-time range = 0-5, average = 1, median = 0
- Total range = 1-15, average = 8, median = 8.5

Northland's 2 part time instructors were listed as annuitant in 2017. Minnesota West instructor numbers include instructors who work with their Lamb & Wool program, 2 full-time and 1 part-time in 2017. Overall the number of instructors grew from FY15 to FY17. All colleges at least maintained their instructor numbers.

Number of credentialed FBM instructors NOT under MSCF contract (headcount, not FTE)

None for any of the programs.

Number of students enrolled (headcount, not FTE)

College	# Students Enrolled - Full-Time (10 credits or more/yr)		# Students Enrolled - Part-Time (less than 10 credits/year)		# Students Enrolled Total		% Full-Time	
	FY15	FY17	FY15	FY17	FY15	FY17	FY15	FY17
Alexandria	32	45	23	11	55	56	58%	80%
Central Lakes	90	172	219	127	309	299	29%	58%
MN West	231	249	330	138	561	387	41%	64%
Northland	234	213	184	146	418	359	56%	59%
Ridgewater	277	224	229	117	506	341	55%	66%
Riverland	357	354	135	117	492	471	73%	75%
South Central	462	489	120	93	582	582	79%	84%
St. Cloud	95	87	29	17	124	104	77%	84%
Totals	1778	1833	1269	766	3047	2599		71%

Minnesota West included only Farm Business Management students in their student counts.

FY17

- FT range = 45-489, average = 229.125, median 218.5
- PT range = 17-146, average = 95.75, median 117

Programs either met the 80% full time parameter or were making progress towards the parameter with 2% growth from 2015 to 2016. However, these numbers don't always come from purely moving students from part-time to full-time instruction. If there is a significant drop in part-time relative to full-time the math works out to increase the percent of full-time students. The overall number of students has dropped but the number of full time students has increased.

When an instructor leaves a position they sometimes take students with them by either providing services outside the FBM program sphere and continuing to work with those students. While in other cases students leave the program because they are uncertain about the program at one point will there be a new instructor, but now may be uncertain if a new instructor can provide what they need. In other cases the student may decide that they have been in the program long enough or they may be exiting farming. That being said there are thousands of other farmers in Minnesota that currently are not accessing FBM programs so there is a well to draw from for additional students.

Another consideration on the part-time front is that this is a good stepping stone to get new farmers involved in the program to test it out without making a full commitment. Part time students are also involved in some of the innovative programming that is taking place in some colleges and by only being part time this can penalize these programs for being innovative when they should be encouraged to innovate to meet the needs of farmers. Furthermore, when you are looking at smaller farmers who could really benefit from some good business guidance but they would find it hard to justify 5-100% of their gross revenues going into FBM tuition. Lastly, when existing students have hit upon tougher financial times instructors have sometimes moved them to part time status to retain them in the program. Which begs the question is it better to retain a part-time student or lose them altogether? Given that economic times are currently more challenging for farmers this may be a question that will need to be faced in the near-term.

Credits & Fees:

College	# of Credits Sold		% Growth (looking for 2%)
	FY15	FY17	
Alexandria	457.0	525.0	14.88%
Central Lakes	1,959.0	2,205.0	12.56%
MN West	3,839.4	4,064.2	5.86%
Northland	3,394.0	3,067.0	-9.63%
Ridgewater	3,590.5	3,052.5	-14.98%
Riverland	4,375.0	4,205.0	-3.89%
South Central	5,338.0	5,433.0	1.78%
St. Cloud	928.0	947.0	2.05%

College	Charged Tuition/Fee Rate - FY 2016	
	FY15	FY17
Alexandria	\$170.90	\$169.29
Central Lakes	\$180.19	\$179.43
MN West	\$186.22	\$185.01
Northland	\$225.00	\$180.00
Ridgewater	\$172.15	\$172.15
Riverland	\$184.13	\$165.43
South Central	\$173.95	\$172.31
St. Cloud	\$167.76	\$166.42
Totals	\$182.54	\$173.76
Avg. Tuition Cost		

732.2 of the Minnesota West credits are from their Lamb & Wool students

Four of the colleges met the 2% growth while four did not. Tuition went down for seven of the colleges and was static for one from FY15 to FY17.

Is your college having issues meeting the "Grow current student credit numbers by 2% (collegewide, not per instructor)" Challenge Grant parameter?

Four colleges responded yes and four responded no

Colleges that did not meet the parameter of growing student credit numbers were due primarily through the loss of instructors (retirements, injury, and resignation) and their associated students. Even when a new instructor comes in to fill the position it takes a while to build up their student base and their relationships with students.

In many cases it becomes a "relationship" business and some students decide to leave the program when their instructor leaves - sometimes they retire, sometimes they continue to work with the retired instructor outside of the FBM program or they might have decided that they have gotten what they need out of the program.

Some instructors are already at capacity or above capacity so if you are going to grow student credit numbers with the existing platform additional instructors will need to be added. Alternative delivery methods and innovations might bring about additional credit numbers to the college and with breathing room for the programs they have the opportunity to do some creative thinking.

With the economic situation in farming some farms also felt that they could not continue on with the expense of being in a program. Although, financial analysis and the ability to track where you are at financially is critical to farming businesses FBM tuition may be looked at as a nonessential when you are looking for money to pay the bills or feed the family.

There are many more farms in Minnesota that might be able to use the services of the FBM program but they may not have been exposed to the program. A study by Joerger et al. (2012) indicates that 30.5% of Minnesota

farmers are unaware of the FBM program. However, when FBM programs were in strictly survival mode they did not have the capacity to do outreach. They were so focused on maintaining what they had that it was difficult to go beyond that. With the steadying influence of the Challenge Grant perhaps this may change and they will be able to reach out to additional farms. The Joerger study also found that nearly 25% of farmers felt that they could learn all they needed to from family, friends and other farmers, but that still leaves 75% of the other Minnesota farms that could be approached if you could solve the other obstacles that they mention to educational programming. The Joerger study came out in 2012 when programs were maybe not in the best position to address the findings of the study. Now might be a good time to revisit the study.

Those that responded yes included: Northland Community and Technical College, South Central College, Ridgewater College and Riverland Community College responded yes and received the following statement on their survey:

Amended Numbers

The MAELC board has determined retired, injured or separated instructor's credit totals may be excluded from the total student credit count. Please include your college's amended student credit totals below.

Amended Credits

Northland Community and Technical College, South Central College, Ridgewater College and Riverland Community College provided amended credits

College	# of Credits Sold		% Growth (looking for 2%)
	FY15	FY17	
Alexandria	457.0	525.0	14.88%
Central Lakes	1,959.0	2,205.0	12.56%
MN West	3,839.4	4,064.2	5.86%
Northland	3,394.0	3,067.0	-9.63%
Ridgewater	3,590.5	3,052.5	-14.98%
Riverland	4,375.0	4,205.0	-3.89%
South Central	5,338.0	5,433.0	1.78%
St. Cloud	928.0	947.0	2.05%

AMENDED # of Credits Sold		% Growth (looking for 2%)
FY15	FY17	
2,593.00	3,067.00	18%
2,806.50	2,900.00	3%
3,842.00	3,927.00	2%
4,781.00	4,991.00	4%

Please provide an explanation for the need to adjust this parameter. *n=4*

Ridgewater College - reported 3590.5 credits sold FY 2015. After FY 2015 we had two long-term established FBM instructors retire. Combined, these two instructors accounted for 784 credits sold in FY 2015. We hired two new FBM instructors who accounted for 152 credits sold in FY 2017. Amended credits FY 2015 are 3590.5 total credits sold minus 784 credits sold by two retired FBM instructors for an amended total of 2806.5 credits sold. Amended credits FY 2017 are 3025.5 total credits sold minus 152.5 credits sold by the two new FBM instructors for an amended total of 2900 credits sold. Based on the amended credits sold parameter, 2% growth for 2806.5 credits is 56.13 credits. Ridgewater College increased 93.5 credits sold meeting the 2% growth expectation.

South Central College- had a long time FBM Faculty member that retired on June 30, 2015, this person had taught at the College for 30+ years. The Faculty member had a very successful history of working with students in FBM, and was working with 63 student/farmers. When that person retired and a new FBM faculty member came on board with the College, the replacement faculty was mentored by the former faculty and was and continues to be very effective at teaching farm business management education. At the end of two

years of teaching FBM the replacement faculty member is working with 50 students, 44 Full time and 6 Part time students, delivering 472 credits. The difference between what was on June 30, 2015 and where the position has supported in the past year is 85 credits less today than when we started with the Challenge Grant. The 85 credits were individuals that have retired from farming or determined the program was no longer of value for them and have not enrolled. The current faculty member is at 136% of contract - the position is successfully being supported by the hired individual - however an amendment is demonstrating that despite the College's efforts to support and grow FBM at South Central and maintain faculty positions, meeting the growth has been somewhat of a "challenge."

Northland - FY 15 credit sales were 3394 but when adjusted in FY 16 for the resignation of one faculty (513 credits); our base should be established at 2881 credits. Further the FBM faculty who transitioned to the Ag program generated 288 credits in FY16. The FY 17 base should be established at 2593 credits (2881-288) per MAELC board resolution at its December 2016 meeting. In FY17, total FBM credits were 3067 as reported earlier which is 18% above the required base.

Riverland - a veteran FBM instructor, was injured in a motorcycle accident in early September. He was unable to return to work for the entire year. He only just retired in late May. The college did not backfill his position. The other FBM instructors worked to support Dave's students throughout the year during his absence. The team's total credits sold for the year is 4205 which is an increase over the past two years when amended credits are calculated.

Please list the number of full-time students who completed a FINAN that was submitted to the Minnesota statewide database in each category below.

College	% Full Time Whole Farm FINAN FY16	% Full Time with Enterprise Analysis FY16	% Full Time Whole Farm FINAN FY17	% Full Time with Enterprise Analysis FY17
Alexandria	104.26%	95.74%	124.44%	113.33%
Central Lakes	212.50%	197.92%	11.05%	111.05%
Minnesota West	127.53%	99.19%	135.74%	94.78%
Northland	141.70%	116.14%	131.46%	112.68%
Ridgewater	102.79%	88.45%	15.63%	109.82%
Riverland	90.42%	82.25%	12.15%	83.33%
South Central	105.42%	97.91%	105.11%	98.36%
St. Cloud	93.26%	93.26%	0.00%	94.25%

In the FY17 responses it appears that some colleges changed how they accounted for their FINAN analysis. In some cases if the farm did a FINAN with an enterprise analysis they were not counted in the Whole Farm FINAN numbers which is a departure of what they did in the interim report. All colleges exceeded the parameter based on the FINAN with enterprise numbers. Unlike other parameters FINAN analysis information was not gathered for FY15 and was gathered in the FY16 interim progress reports of the programs.

Based on the fact that the majority of colleges reported higher numbers of FINAN completions than they have full time students indicates that they misread the question which asked for full time students. It also raises a question. Should those who are receiving instructor attention to prepare records that can complete a FINAN, especially the more detailed enterprise analysis be registered as full time students? What are the obstacles to moving these students to full time status?

FINAN analysis has considerable value to the participating farm business. The contributions of FINAN data to the Minnesota Statewide database also has tremendous value to the greater agricultural community - other farmers, lenders, educators, students, ag businesses and researchers all have a reliable place to go to get quality data.

We would like to know about early career Farm Business Management Instructors

Do you have any credentialed FBM instructors with less than 4 years of experience at your institution?

Six institutions had instructors with less than four years of experience and two had none. For many of the programs these were the first new hires in some time. Instructors who had been hanging on because they knew if they retired their position would not be replaced (prior to the Challenge Grant) were able to retire and new instructors hired). These new instructors bring new energy to the programs that they serve, but also require mentoring and guidance that more experienced instructors do not require. Colleges indicated that the pool of people seeking careers as FBM instructors has improved since the Challenge Grant. There is more hope that they can truly make a career out of being an instructor. New instructors have challenges in building a program and trying to maintain the students of the instructor that they are replacing (if they are a replacement). Colleges have been providing due diligence on new instructors participating in PEP. Some colleges also hired past instructors to be mentors for their new staff.

How many? *n=6*

College	Number of credentialed FBM instructors with less than 4 years of experience
Ridgewater	2
South Central	3
Northland	3
Minnesota West	4
Central Lakes	4
Riverland	1

Please list each instructor *n=6*

College	Instructor's Name	Instructor's Name	Instructor's Name	Instructor's Name
Ridgewater	Doug Lind	Kami Schoenfeld		
South Central	Eric Kinsley	Jeff Schultz	Brent Roiger	
Northland	Jessica Hanson	Kelly Klinkhammer	Betsy Jensen	
Minnesota West	Mike Boersma	Lori VanOverbeke	Brad Verly	Linda Carter
Central Lakes	Kraig Nelson	Robyn Beck	Ed Uhlenkamp	James Velde
Riverland	Kyle Huneke			

Did they participate in the Professional Excellence Program (PEP) during FY17?

All new instructors from all colleges participated in the PEP program.

Please discuss progress made and obstacles faced with regard to the local college encouraging new FBM instructors to participate in PEP. *For example, an obstacle could be a new instructor was hired late in the fiscal year.*

Both Ridgewater College new FBM instructors (Doug and Kami) actively participated in the PEP program. Ridgewater College did not experience obstacles, but did see positive outcomes and professional growth in both instructors. The PEP program allowed our new instructors to build networks with other FBM instructors, learn basic skills necessary to be successful as an FBM instructor and also provided specialized training and knowledge not available for new FBM instructors in any other venue. Kami Schoenfeld (Start date May 9, 2016) *Participated in a Ridgewater College onboarding process in weeks 1 and 2 *Attended the NFRBMEA conference in Sioux Falls, SD in June 2016, including the preconference for new FBM instructors *Attended the MAAE conference July 2016, including a PEP session hosted at the conference *Attended the MAAE winter conference 2017 *Active participant in the PEP program Doug Lind (Start date June 1, 2016) *Participated in a Ridgewater College onboarding process in weeks 1 and 2 *Attended the NFRBMEA conference in Sioux Falls, SD in June 2016, including the preconference for new FBM instructors *Attended the MAAE conference July 2016, including a PEP session hosted at the conference *Attended the MAAE winter conference 2017 *Active participant in the PEP program Kami and Doug are connected with their mentors and connected with the PEP program coordinator, along with other new FBM instructors involved in the PEP program. Kami and Doug have future PEP professional development events in their calendars. Ridgewater College is committed to the PEP program and will support our new FBM instructors as they participate in the PEP program.

South Central One new instructor was hired late in the year, when the PEP schedule was provided, our local Human Resources Director concurrently was requiring newly hired faculty to complete some of the onboarding requirements and the FBM Faculty member attended those required for employment meetings and as a result of a death in the family was not able to participate in two of the PEP sessions. Overall - not significant obstacles, life happens.

Northland - All new instructors are encouraged/required to participate in PEP while they are in a probationary status. In addition, each new instructor In accordance with Board Policy 3.32 College Faculty Credentialing and System Procedure 3.32.1, is required to complete their Teaching and Learning Competency prior to the completion of their probationary status. Ron Dvergsten, NCTC FBM faculty is the statewide PEP coordinator.

Minnesota West- All of our new instructors participated in the PEP program during this year. The appreciated the information received and connections made within the profession. For the spring PEP seminar, the instructors were concerned as it became a 3 daylong event versus the typical 2 day event during the busy spring farming season. With the new credentialing requirements of being actively engaged in farming or related occupations, all of our new instructors are involved on their family farms. To be gone for one night was manageable but two nights was difficult for chore and spring duties. Our new instructors benefited greatly from the experience and appreciate the networking and information gained at these sessions and we look forward to participating in the future!

Central Lakes - We had no obstacles for instructors to participate in PEP. All four faculty participated in PEP and responded well to the training by growing their student load. This student load growth is indicative of their ability to meet student needs in a timely and professional manner. The fact that none of our early career faculty left their position is proof that the program and on-boarding process has great value.

Riverland - Kyle participated in PEP across the year. It was a good experience overall for him. One challenge he encountered is that PEP is for people in their first 3 years. As a first year person, the learning curve is very steep and others in the group who already have a year in could engage in PEP more readily. An example is FINPACK. When the group showed up, the instructor said to open FINPACK. At that time, Kyle had never

actually opened it up as a new person whereas his counterparts had actually worked in it for a year.

We would like to know more about the progress made and any obstacles you have faced in meeting the Challenge Grant parameters

Please address both progress made and obstacles faced for the following parameter:
Maintaining the current number of credentialed FBM instructors under a MSCF contract

Progress

Ridgewater College had 8 credentialed FBM instructors on June 30, 2015. Two instructors retired during FY 2016 and Ridgewater College hired two new FBM instructors in FY 2016 to replace the FBM instructors who retired. Ridgewater College has 8 credentialed FBM instructors at the end of FY 2017.

At South Central College there has been full support for maintaining and increasing the number of credentialed FBM instructors. A request was made for Supplemental Funding to add an FBM Faculty member, that request was not granted to SCC, however the administration did agree to add an additional Faculty member despite the lack of support that was made available from MAELC funding. As a result of the additional new hire in FY'17 we have a new hire that is building enrollment and increasing the capacity at the college for support of farm business management education. Of the three new hires in the past two years that have joined the FBM Team at SCC we are building capacity to strengthen the Program and Farms in South Central Minnesota. It has been observed over the past two years with three hiring processes experienced - the pool of candidates for FBM position openings has been much more robust than what had been experienced in vacancies that were posted by our College in the prior time period - my view from 5 years of hiring process involvement and six hires in that time frame. The quality of candidates has been improved in the past two years.

Progress made on maintaining the current number of credentialed FBM instructors under the MSCF contract: NCTC has been able to maintain the current number of instructors under the MSCF Contract. In FY 16 we did have an FBM instructor at our Ulen, MN location request a 1 year General Leave under Article 15 of the Contract. That leave request was granted by the college. At the same time, the college hired back a former FBM faculty member who had been providing FBM training services through our customized training division on a non-credit, contract basis in FY15. This faculty member was also employed by AgCentric for a pre-determined number of days on their faculty work calendar.

Minnesota West is proud that we have grown our presence in our region and appreciate the support of MAELC in providing the Additional Instructor Grants. Since the inception of the grant, we have added an instructor in Marshall, Welcome and a temporary-part time instructor in Westbrook. There was a demand for programming in Welcome and Marshall and we appreciate the support in getting new instructors into our program. These two individuals have been an excellent addition to our team. The decision to hire the temporary-part time instructor in Westbrook came about in conversations about the desire for our new instructor to get involved in FBM. We decided that a trial period to test the waters in the area would be acceptable. In her time, this instructor has gained a strong understanding of our program and has done well in recruiting 6 new students. Our team of new instructors has appreciated the support from the RMA grant in bringing quality programming to our prospective students. Plans are underway to develop a program for beginning farmers in the area to highlight the importance of solid records and understanding of financials for the upcoming year.

Central Lakes College is committed to serving FBM students and takes seriously the need to have faculty available to meet FBM student needs. We added two additional faculty in areas where there hasn't been FBM faculty coverage for a number of years. This was a bold move in the northern half of the state but shows our commitment and leadership for a strong FBM program.

We continue to have one credentialed FBM instructors under the MSCF contract. During FY17 one FBM

instructor was employed, During FY18 a new FBM instructor was hired to replace a retirement. We anticipate a 1.4 FTE in FY18

We lost one instructor to an accident, which is noted below. Otherwise, we were able to keep all of the team in place. All are under contract and all are generating credits for the program. We were able to hire an additional faculty member with the Additional Faculty Member Grant. This has been a wonderful addition to the team both for added coverage but for fresh thinking and new ideas.

SCTCC has maintained 2 full time faculty in the FBM program. Jim successfully completed his 3 year probationary period in May 2017. Have maintained (outside of succession planning years) over 2.4 FTE for past ten years.

Please address both progress made and obstacles faced for the following parameter:
Maintaining the current number of credentialed FBM instructors under a MSCF contract

Obstacles/Challenges

N/A

One person that retired from FBM has been less than supportive of mentoring effectively the person that was hired to replace as a Farm Business Management educator. The retiree has continued to work with some of the farmers (not as students of FBM, instead he made the decision to accept his retirement and not transition the students to the new FBM Faculty that was hired to replace the retiree. As a result the number of students prior to retirement were over 520 credits for the college and in the past two years the newly hired FBM instructor has been at full-time = 100% capacity with 350 credits. The retired person continues to seek to work with those that are students - as it creates a competitive situation and a struggle to support statewide database integrity. A person that had been teaching FBM moved to a different college within MN State to teach FBM in that institution. Our college did hire a replacement, it was a challenge when a neighboring institution received supplemental funding to hire a new FBM faculty member and that led to hiring one of our successful FBM faculty. Fortunately we did hire a qualified person to fill the vacancy.

Challenges on maintaining the current number of credentialed FBM instructors under the MSCF contract: It has been a challenge to maintain an equal number of FBM faculty when compared to FY15. On October 29, 2014, two FBM faculty received a layoff notice (as required by the MSCF Contract) by the college president, due to the need to reduce overall budget expenditures. In addition, two probationary FBM faculty received letters of non-renewal all with effective dates of June 30, 2015. The layoff and non-renewal notices were rescinded by the college president on May 19, 2015, thus reinstating all four faculty to their respective FBM positions for FY 2016. All but one faculty chose to return to the college. The two probationary faculty qualified for, and were offered full tenure by the college beginning 7/01/15. The non -returning faculty created a void in Northland's service area and college administration chose not to seek out a replacement while the faculty was on a leave of absence. This did impact student enrolment in the program by approximately 82 students and 330 credits. Overall, this faculty sold 513 credits in FY15 with most of those credits never being recovered during the biennium. FY17 In June 2016, this faculty requested a General Leave (3 year) from the college president beginning in FY17. Due to the financial strain this would create for the college general fund, the president was not in a position to grant the leave. The faculty then resigned his position with the college effective June 30, 2016. This created a permanent void in our Ulen/Mahnomen service area, as the college was not assured it could re-enroll any of this faculty's former students. The former faculty continues to offer marketing and FBM analysis services as part of his private- sector employment. This was the first time in more than twenty years that Northland experienced this situation. Progress on growing the current FBM student credit numbers by 2% college wide:.

We lost one part time instructor to private industry last year on June 30. We were uncertain as to the number of students that we would retain and were hesitant to re-hire at the previous instructors capacity. We were fortunate to bring Larry Griffin out of retirement in temporary-part time status to contact these existing individuals to determine level of interest. He has retained a few of the students but many followed the prior

employee when he started a private practice. Larry is doing an excellent job with our area lenders and agri businesses in spreading the word of FBM within the community. Recognizing the need in the community, our college gave Larry 45 additional days to do outreach and 'damage control.' We are pleased that he has secured 5 farmers this past year and has established solid leads with many more.

We have had no issues maintaining instructor numbers.

We have not had any problems maintaining the current instructor.

In September we lost a veteran instructor due to a motorcycle accident. He was unable to return to work throughout the year and only just retired in late May. This open position left a gap in coverage and we were forced to scramble to try and help his students. We have posted for a replacement for this position in the coming fiscal year.

With two full time faculty the program is almost at capacity. There is limited growth potential with 2 full time faculty.

Please address both progress made and obstacles faced for the following parameter:
Growing the current FBM numbers by 2% (college-wide, not per instructor)

Progress

Ridgewater College reported 3590.5 credits sold FY 2015. After FY 2015 we had two long-term established FBM instructors retire. Combined, these two instructors accounted for 784 credits sold in FY 2015. We hired two new FBM instructors who accounted for 152 credits sold in FY 2017. Amended credits FY 2015 are 3590.5 total credits sold minus 784 credits sold by two retired FBM instructors for an amended total of 2806.5 credits sold. Amended credits FY 2017 are 3025.5 total credits sold minus 152.5 credits sold by the two new FBM instructors for an amended total of 2900 credits sold. Based on the amended credits sold parameter, 2% growth for 2806.5 credits is 56.13 credits. Ridgewater College increased 93.5 credits sold meeting the 2% growth expectation.

Adding a new FBM Faculty member to the former 12 Unlimited full time faculty that had been educating farmers/students has provided the College to have the capacity to enroll new students. On June 30, 2015 we had 5,338 credits enrolled in FBM at SCC, today June 30th, 2017 numbers are at 5,433 credits that is progress up by 95 credits. Our goal was to be up 2% we missed the mark by 12 credits. However, the amendment comments previously shared with a retirement that occurred on 6/30/15 and the change of 85 credits from what had been a full-time plus credits enrolled to a faculty member that is working at 136% of full time the College went from (557 to 472 credits. Viewing the amended credits: July 1, 2015 --- $5,338 - 557 = 4,781$ credits FY'16 amended at start of period June 30, 2017 --- $5,433 - 472 = 4,961$ credits FY'17 amended at end of period analysis (4,781 compared to 4,961 credits = increase of 180 credits over the Challenge Grant period 180 credits = 3.76% college wide [better than the 2% goal that was initially established for this first period of this grant] Moving into FY'18 in support of student enrollment and capacity to provide, the College has granted an annuitant retirement to one of our long time FBM instructors and has hired a replacement instructor to work with the retiree for the next two years the new hire begins on July 1, 2017 and will be an unlimited full time faculty member, the retiree will be working at 60% capacity. This is a strong indicator of growing FBM capacity by the College and we will begin the FY'18 academic year with 14 faculty providing farm business management education At our institution we did not have the practice of using the Senior Credit for students over the age of 60 years to enroll in FBM courses, thus the change that occurred System Wide to eliminate that option has been a mute action at our College.

Progress on growing the current FBM student credit numbers by 2% college wide: Northland did not make progress in achieving a 2% growth rate over FY15 FBM enrollment in FY16. We did increase our FYE/FTE Ratio by .24% versus the prior year. This metric, which is an element of the instructional cost study is used to compare financially efficient programs within the institution and state-wide. As mentioned earlier in this

narrative, one instructor chose not to return to his position at the college. This individual retained many of his former FBM marketing students (approximately 80%) with his new employer. The college was able to redistribute the remaining 20 % of his students among our existing instructors. FY17 The placement of two new FBM instructors in the Detroit Lakes area by another college created a challenge for our seasoned instructor at Fergus Falls. The new instructor(s) were placed in the middle of our program's already existing territory making it difficult for our instructor to grow his enrollment. NCTC also believes this contributed negatively to the success factor for the new instructors in obtaining any significant student enrollment. Our Fergus Falls instructor experienced a loss of six students do to farm bankruptcies, especially in dairy and student attrition to a new instructor, for personnel reasons. When adjusted for an instructor who chose to resign his FBM faculty position, and an instructor who chose to leave her FBM position for an Ag. Faculty position the following can be assumed: • FY 15 credit sales were 3394 but when adjusted in FY 16 for the resignation of one faculty (513 credits), our base should be established at 2881 credits. Further the FBM faculty who transitioned to the Ag program generated 288 credits in FY16. The FY 17 base should be established at 2593 credits (2881-288) per MAELC board resolution at its December 2016 meeting. In FY17, total FBM credits were 3067 as reported earlier which is 18% above the required base.

Our college is very pleased that we have increased the total number of credits sold from 3839.4 at the initial grant application to 4064.2. These numbers include Lamb and Wool. In the initial application, FBM in FY 2015 had 3165.5 credits sold and FBM had 3332 to complete the year. This is a 5.2% enrollment growth and does not include credit equivalent hours for RMA grant, online course construction or FBM database review (221.7 additional credits). It must be noted that our instructors received additional credits as a result of the RMA Grant (39 Aaron, 58.7 Brad), Online FBM Course Development (44 Lori), and Database Review (80). If we included these additional credits in our count, we would be at 3553.7 credits, or a 12.3% growth. This has been grown by the Additional Instructor grant being awarded to us in areas of high need. With both Aaron and Brad, we placed the instructors in areas that existing instructors were having to turn away students because they were over capacity. Also, Linda was a solid hire with strong connections to the area. We anticipate continued growth in the program as she develops a more firm understanding of the many workings of the program and all that we have to offer. A major benefit was that the new instructors to the college were able to work with existing college instructors who served as mentors to ensure a rapid learning curve was mastered. In all of our new hires, we are pleased with the quality of instruction that the offer to the farmers in the area. The MDA Beginning Farmer Scholarship has been very helpful in getting new students as well as increasing the level of full time students in the program. In looking at additional need among farmers in our service area, we realized that the extreme southwest corner of the state was not being served. With this in mind, we plan to have a new instructor in the area starting the Fall of 2017.

We were quite successful in growing the number of credits generated over the last two years. Our faculty worked hard to meet and even exceed the goal. Even without the two additional faculty we added we surpassed our goal of 2% growth. This growth came in the final year of biennium. I have learned that change takes time in programs like this. I believe it took time for faculty to realize and buy into the growth model to meet this goal.

We increased our total credits sold from 487 to 525 in the last fiscal year. No problems this year.

Our efforts to achieve this goal were dampened by the loss of an instructor, which will be noted below. There was overall progress toward this goal in that it was met, but not without challenges.

SCTCC has met the 2% goal as outlined in the MAELC grant parameters.

Please address both progress made and obstacles faced for the following parameter:
Growing the current FBM numbers by 2% (college-wide, not per instructor)

Obstacles/Challenges

Ridgewater College had two long-term established FBM instructors retire after FY 2015. Ridgewater College hired two new FBM instructors in FY 2016 (May and June). Due to the time necessary to post for positions and complete the hiring process, Ridgewater College had only six active FBM instructors for several months. It will take several years of work, networking, growth and building for our two new FBM instructors to be at full capacity.

We replaced all retirements and departures over the past five years at the College in FBM. Hiring a an effective faculty member however can be influenced by the ethics of the person retiring. 1. Experienced competition from retiree to leave the FBM program and follow the person that has retired and pay them for the "service" not education 2. Hiring a new FBM Faculty member, not a replacement, there are challenges in starting a new program with no existing or previously enrolled students. It does take time to get the word out and build relationships that lead to enrollment in a program. 3. A former SCC FBM Instructor was hired to work for a different MN State College - that has challenged some of the students and the ability to maintain at our institution. We were able to hire a replacement - the change did however make some students uneasy with the uncertainty as the announcement of a move and the hiring process occurred. During the FY'16 academic year the position supported 440 credits, in FY'17 academic year the position supported 425 credits. The 15 credits difference does challenge the goal to reach increased enrollment.

Challenges on growing the current FBM student credit numbers by 2% college wide: Although Northland increased its FYE/FTE Ratio by .24% over FY15, we did not achieve a 2% rate of growth due to several compounding circumstances. The biggest impact came as a result of 82 students who chose not to re-enroll for FY16 due to a change in their instructor status. In FY 15, northland enrolled 445 students for 3,394 credits however FY16 resulted in our enrolling 363 students for 3060 total credits. FY17 Northland has committed to FBM's future within our service region and as a result, hired three new FT instructors in June 2016. Two of the new instructors are replacing veteran FBM faculty who are on annuitant (phased) retirements in FY17, and the third instructor is a replacement for a current instructor transitioning out of the FBM program. To assure continued program success and growth, NCTC has retained the retiring instructors in a part time status to mentor each new incoming instructor for the fiscal year.

As mentioned in the prior question, we lost an instructor to private industry along with many of his students. We utilized MAELC funds to hire on Larry Griffin to do 'damage control' in the area to mend relationships and to see the level of interest. The previous instructor had sold 199 credits in FY 2016. Larry has only been able to get 44 credits, with two of the farms being new to the program. We are a bit concerned with the steep increase in tuition that the students who had been receiving the MDA Beginning Farmer Scholarship will be experiencing shortly. Our preferred awarding of this scholarship would be that they receive a 50% tuition scholarship for the first 3 years eligible with 25% for the next 2 years as a stepping stone into the full tuition.

We did not grow credits during the first year of the challenge grant. This was concerning but with diligence and teamwork the goal was not only met but was surpassed.

We did not have any problems increasing the total credits sold over the 2%. We may have some problems next year as we are transitioning a new instructor from a retirement.

In September we lost a veteran instructor due to a motorcycle accident. He was unable to return to work throughout the year and only just retired in late May. This open position left a gap in coverage and we were forced to scramble to try and help his students. We have posted for a replacement for this position in the coming fiscal year. Likewise, this year we saw a large number of farms in mediation and lost several students due to their inability to continue with the program for financial reasons. These losses were due in part to overall low prices as compared to prior years. The combination of trying to cover the injured instructor's students reduced our capability to reach new students. When combined with the poor crop prices, the

challenge to grow was quite difficult.

To continue to see 2% growth in the program will be difficult as the program is almost at capacity.

Please address both progress made and obstacles faced for the following parameter:

80% of eligible students are enrolled as full-time FBM students (10 credits/year). *If college was below this threshold, they must show 2% growth towards meeting this criterion.

Progress

In FY 2015 Ridgewater College reported 506 total students of which 229 (45%) were full-time students and 277 (55%) were part-time students. (Fiscal year full-time students equals greater than or equal to 10 credits completed for the fiscal year and part-time students equal between .01 and 9.999 credits completed for the fiscal year - data compiled from MnSCU's replicated database by the Office of Institutional Effectiveness FY 2015). □ In FY 2017 Ridgewater College had 417 total students of which 196 (47%) full-time students and 221 (53%) were registered part-time students. (Fiscal year full-time students equals greater than or equal to 10 credits completed for the fiscal year and part-time students equal between .01 and 9.999 credits completed for the fiscal year - data compiled from MnSCU's replicated database by the Office of Institutional Effectiveness FY 2017). Ridgewater College showed a 2% growth in this area.

Progressing with 80% plus of the students in FBM at SCC are full time. Exceeded the expectation. We had 582 students enrolled this academic year, 489 were FT = 84% of the enrollees were FT. Our enrollments have been maintaining in a steady pattern, the last three years: FY'15 = 582 enrolled total with 79.4% FT, FY'16 = 584 total enrolled with 85.3% FT, and FY'17 = 582 enrolled with 84% FT.

Progress on enrolling 80% of students as full time FBM students (10 credits/year): Although Northland increased its FYE/FTE Ratio by .24% over FY15, we did not achieve the metric of 80% of our students enrolling for 10 or more credits per year. A review of our student demographic data over the past six fiscal years, indicates on average our students enroll for 8.5 credits per year and our full time enrollment rate has fluctuated between 53% and 64%. Our FY16 full time enrollment did increase 3% over the previous year. FY17 In FY17 our students enrolled for an average of 8.55 credit which is up slightly from 2016. Due to Annuitant retirement conditions, two of our instructors were capped on the amount of credits they could sell. Our credit sales increased slightly over FY16 at 3067, however progress was about flat on increasing the percentage of our students who enroll as full time.

Our initial grant application showed that 54% of our students were enrolled as full time. We are pleased that at the end of FY 2017, we are at 64% of our students taking 10 credits or more. We appreciate the Minnesota Department of Agriculture's Beginning Farmer Scholarship program. As we work to grow our program and look at means of recruiting new students this will greatly assist in overcoming the barrier of price to farmers who are entering their farming careers.

We grew our full time student count by about 10%. This is far greater than the 2% goal. Again, faculty buy-in and diligence was a key step to making this goal a reality. Predominantly this came out of our specialty crops program where almost all our students were part time. A large percentage still remain at that status but not as many as were there.

We are right at the 80% level. 45/56.

This past year we were able to keep most of our full-time students despite the difficult crop prices. This was accomplished by investing in the relationships our faculty have had with their students over many years. With the focus on retention, our average went up from 72.5% (357/492) to 75.3% (354/471). This provided stability to the program and agriculture as a whole throughout the region.

Goal met. 87 of 104 students are full time (10 credits)

Please address both progress made and obstacles faced for the following parameter:

80% of eligible students are enrolled as full-time FBM students (10 credits/year). *If college was below this threshold, they must show 2% growth towards meeting this criterion.

Obstacles/Challenges

The reported data is impacted by how we report credits delivered and Ridgewater College will continue to review how this data is reported. For example, Ridgewater College FBM instructors worked with a Hmong farmers group in the metro area who are not traditional FBM students and received FBM education as a group. In this model, each individual in the group registered for a minimal amount of college credits for the curriculum delivery and is therefore, counted as a part-time student. Also, Ridgewater College FBM instructors deliver credits to multiple students in group settings for one day educational events. Again, each individual is reported as a part-time student which impacts our data. Statewide, FBM programs and FBM instructors have been asked to find alternate ways to deliver FBM instruction in more cost efficient ways which innovative programs as identified above do, but then negatively impacts our data by reducing our percentage of full-time FBM students.

Challenges: 1. We have witnessed a significant number of new and beginning farmers enroll in FBM, some of them if the operation is not sufficiently large to support the tuition have enrolled as part time students 2. With the more stressful economic period that we are experiencing, there are increased numbers of meditations and bankruptcies with farmers and some of the FBM instructors are sharing that we are losing some farms in MN as a result of the increased financial stresses, when FT students quit, and new farmers are enrolling (some on a part time basis) this measurement is likely going to be an issue. 3. The MN Dept of Agriculture has been offering scholarships during the past three years for Beginning Farmers to enroll in FBM, that has influenced the demographics of our enrollments in the program.

Challenges on enrolling 80% of students as full time FBM students (10 credits/year): The recent downturn in the farming economy has had a noticeable impact on the number of potential students enrolling in our FBM program on a full time basis. Some of our student farmers in the eastern region of our service area where the ground fertility is marginal, struggle to obtain available resources for full time enrollment in our program. In other cases, first time borrowers, those often required to enroll in FBM courses as a condition of their loans, did not have the resources to commit as full-time students based on the timing of their entry into the program. FY17 student enrollment/full time enrollment closely mirrored the previous year with the exception of some losses in the dairy industry and a few farmers retiring or not being able to secure spring operating loans. Our student demographic is continuing to age and farmers as desiring to take a less robust credit load. We need to develop new opportunities is un-addressed programming areas that more closely align with the needs of our students. Additional opportunities are discussed in the final section of this report.

As we look to the future of our program we recognize that attaining a higher level of growth may pose a challenge. One of the challenges posed to our new instructors hired through the MAELC Supplemental Instructor grant is to develop programs to attract and recruit new students. Current plans include meetings with beginning farmers to discuss key components to farm management. These meetings would not include typical work of individualized financial information typically performed by FBM but instead stressing the importance of management and assisting in understanding the farming profession. These classes will likely be sponsored in part by area lending institutions but would be at a much lower credit level than the 10 credit threshold. Our anticipation is that these beginning farmers would find trust and value with the FBM program and would eventually chose to enroll in the full program.

In our specialty crops program we work with small farms with varying needs - this need causes us to have flexibility in credit offerings. A lot of these students only can deal with a few credits for specific educational needs. This program causes us as a college to lag in this area.

As the downturn in Agriculture continues this may become a problem. It may be harder to keep the 80% of our students at full time.

With the loss of an instructor and scrambling to support his students as well as the poor crop prices, we saw our part-time enrollment drop. This is in part due to a number taking off-farm work to provide income rather than continue in the program.

As a new student is added to the program, the enrollment is often for 5 credits in the first year. Thus in the current parameters they are considered a part time student even though they attended full time in that term. This is also true for student who leave the program if they are no longer farming. Note: could this parameter be changed to full time in term versus annually.

Please address both progress made and obstacles faced for the following parameter:

80% of full-time students in the FBM program are completing a FINAN analysis (whole farm at a minimum) and submitting to the Minnesota statewide database.

Progress

Ridgewater College exceeded this goal in FY 2016 with 86% submitting a FINAN with enterprise analysis to the MN statewide database and again in FY 2017 with 87% submitting a FINAN with enterprise analysis to the MN statewide database.

At SCC 481 enrolled students in FBM completed a FINAN analysis and submitted to the statewide database. 481 of 582 students is 82.64 percent - met and exceeded the goal

80% of full-time students in the FBM program are completing a FINAN analysis (whole farm at a minimum) and submitting to the Minnesota statewide database: Northland FBM submitted 316 whole farm FINAN's for the 2016 FBM database. 201 were in the Northern Report and 115 in the Red River Valley report. In addition, Northland FBM submitted 259 FINAN's with enterprise analysis. This represents an 87% participation rate for whole farm and an 82% rate of participation for the enterprise analysis. FY17 Northland FBM submitted 280 farm analysis (FINAN's) for the 2017 FBM database. Northland FBM submitted 240 FINAN's with enterprise analysis. This represents an 86% rate of participation for the enterprise analysis.

In our initial grant application, we had 87% of our full time students completing the whole farm FINAN with a total number of 324 completed. In FY 2017, we had 87.3% of total FBM students completing the FINAN with a total completed of 338 which was up from 314 the year prior.

We were at 90% enterprised! Our faculty did really well with this goal!

We have no problem with this one. We do not allow our students to be in the program without doing a financial analysis. It is critical for them to do this.

The team completed 338 whole or enterprise analyses out of 354 full-time farms in FY17. This reflects a 95.5% analysis rate. This rate was possible based on the ongoing relationships the team has with their students and their commitment to helping them understand the broader picture of their operations.

SCTCC is currently at 95% completion. These students submit a whole farm with enterprise analysis to CFFM.

Please address both progress made and obstacles faced for the following parameter:

80% of full-time students in the FBM program are completing a FINAN analysis (whole farm at a minimum) and submitting to the Minnesota statewide database.

Obstacles/Challenges

N/A

When retired faculty continue working with farmers and the farmers do not remain enrolled - that is a obstacle. When a farmer retires and stops contributing to the database for FBM - that is a challenge. When new enrollees start in the Farm Business Management program - often times in the first year there is not information to be analyzed - that is a challenge

We have a high rate of participation for the enterprise analysis. Most of the remaining situations where enterprise could be applied are more complex operations. For example, we may have a very large farming operation where there are more than one owner/operator on a portion of, or the entire farm. It becomes difficult to break apart the performance aspects of the different enterprises, because more than one individual may be contributing on the input end.

We are working with our farmers to emphasize the importance of a FBM analysis. Although a large majority complete them we recognize that there is room for improvement in the area of enterprise analysis. Many of the large livestock farms that we work with in the Pipestone area have been focusing much time on accuracy in their record keeping systems and we are glad to get a whole farm analysis completed so the student can view their key financial ratios. Progress has been made in getting these farms to work towards completing an enterprise analysis. Additionally, in the Marshall office we have 2 very new instructors who spent much time getting records to be accurate and to have completed whole farm analysis. During the spring and summer months, these instructors have been working toward a higher completion rate of the enterprise analysis.

There were no challenges with this goal as our faculty have high expectations of themselves and their students.

I don't know if this will be a problem with the new instructor, I assume it will not.

The challenges with the whole farm or enterprise analysis comes with students who do not see the value in the document. It does take time to work through and some would prefer to simply watch the bottom line instead of consider what makes up all of their costs. As it can be seen from the percentage, we have a solid percentage that complete the analysis.

No challenges at this time.

To what extent has receiving the FBM Challenge Grant impacted your local college?

Response	Percent Frequency	Frequency	Cumulative Frequency
A lot	87.50%	7	7
Some	12.50%	1	8
Very Little	0.00%	0	0
Not at all	0.00%	0	0
Total	100%	8	8

n=8

What is the greatest impact(s) this grant has had on your institution/community? n=8

The greatest impact that the FBM challenge grant had for Ridgewater College and our community is to support the hiring of two new Ridgewater College FBM instructors to replace the two FBM instructors who retired in FY 2016. Hiring two new FBM instructors allowed Ridgewater College to meet the needs of farmers and the agriculture community in a larger geographic area to enhance our capacity to serve our community.

When our President began leading the College in 2013, I was asked to create a new model for FBM (consider doing things differently with our FBM Program enrollments.) The MAELC Challenge Grant has provided approximately 25% financial support for FBM, we have added two new positions and replaced three faculty that have retired and are planning to keep a retiring faculty member, effective July 1, 2017 on in a 60% capacity to transition students and mentor new faculty and support FBM in Southern MN through the Center of Agriculture. We are providing FBM education to students, however we have not drastically altered the model that has been built over 60 years of experience. Impact on the community: Farmers are receiving education to operate successful farms and learning the tools that can assist them during difficult financial times that are being experienced. Rural Communities are supported by business people in farming that are educated and prepared to make informed decisions about their businesses and that helps keep rural communities strong. Many meetings with lenders have been shared, especially in the last two years identifying the value of FBM to their clients and the success they have with the farm portfolio within their financial institutions.

Describe the greatest impact these grants have had on your institution/community: In FY15, Northland made the difficult decision to issue layoff/non-renewal notices to four of our seven FBM instructors. The department was hemorrhaging money and was on a path of unsustainability. Because of increasing costs to deliver this highly-specialized model of education, and back to back years of frozen tuition, program expenses were exceeding revenue by approximately 140%. Additionally, Northland transitioned the program to be offered through our customized training department with each student being enrolled via a C.T. Income Contract. New "market rate" tuition was established at \$225.00 per credit. At this higher rate, student attrition was estimated to be roughly 25%. With the establishment of the Challenge Grant program, Northland was able to buy down student tuition to a level very close to the previous fiscal year. All four layoff notices were rescinded, and all but one instructor returned for FY16. This award has allowed the college to continue offering the FBM program to our students throughout northwest Minnesota as we continue to collect farm financial data that is vitally important to the agriculture Industry across the state and beyond. FY17 For FY17 Northland was able to keep the FBM tuition at the same rate as FY16 due in large part to the expense offset covered by the Challenge Grant. It also allowed Northland to hire three new instructors to replace two retiring instructors and one instructor who transitioned to an Article 11 position. We were able to retain the expertise of the two senior

instructors through Annuitant Retirements to allow for mentoring their replacements. No of this could have been considered had we not received MAELC funding.

The MAELC Challenge Grant has given our college the confidence to invest time and resources into the FBM program. This is very evident with the rapid growth of number of instructors in our college. We recognize that we are unique in the number of part time instructors but this model has been working to fit the instructor and to ensure a consistent, stable, and steady growth. Our instructors have benefitted from attending workshops to expose them to trends in agriculture and to connect with other professionals. Additionally, the grant has given instructors in our college the opportunity to become recharged and look for ways to become more efficient and effective in their delivery.

We not only added faculty to our program which hasn't happened in over 10 years but we also came to a place where our direct costs were mostly covered! This program has made our college budgeting process different in that FBM is not looked at with such scrutiny of terms of potential cuts. The feeling about FBM has always been positive at CLC but with this program it has allowed for discussions as to its value and offerings because it has financial resiliency because of this program.

The grant helps compliment the FBM program by giving it stability for the future. It allows the FBM program at ATCC to financially stable and sustainable.

The MAELC Challenge grant has brought a new sense of urgency and enthusiasm to FBM. It has also heightened the college's awareness of FBM and their contribution to the college as well as their contribution to the community as they support the local farmers.

The additional funding has allowed the program to maintain a high level of service to current and new students. This service has allowed student to work through financial issues and mediation, farm transition and transfer, cash flow planning in tight economic times, and use of analysis information to make wise management decisions. Partnerships with local lenders, ag businesses, and government agencies have been increased or maintained to ensure the best possible service and solutions for students. SCTCC has been able to host a farm succession education program for the past three years serving over 200 participants from the region. The grant mitigated the transition costs of succession planning within the program to allow for continuity, service to students, and high retention.

Did any unexpected positive or negative results occur? If yes, please explain. *n=8*

One positive outcome that resulted from Ridgewater College's involvement in the FBM Challenge Grant was a change in focus for our FBM program and FBM instructors that is now directed more toward identifying possibilities and enhancing opportunities through collaboration internally and externally. The FBM Challenge Grant helped change the statewide FBM conversations and this positively impacted Ridgewater College. □

One negative unexpected outcome was directly related to the information provided earlier in this grant report. With the retirement of two established FBM instructors in FY 2016 and brining on two new FBM instructors late in FY 2016, the reality of meeting the identified grant goals of providing 102% of FBM credits delivered by June 30, 2017 as compared to the FBM credits delivered in FY 2015 appeared problematic. Ridgewater College appreciated the opportunity to present our situation to the board and for the board allowing for amended credits sold numbers to be used for the final grant report. The positive impact the board's understanding and willingness to make adjustments had on our FBM program and our FBM instructors cannot be overstated..

Yes, AgStar wanted to have our College share a list and contact information on all of the students enrolled in FBM with their Management Team. That may be a desirable reality for their work and business, however due to data privacy we did not share the info they requested. We found it positive in that they value the education that is being provided to our students and the impact that it has on their business performance and capacity to grow the farming community. Increased interest in the pool of applicants that applied for FBM positions in Southern MN, it has become evident that the quality of applicants has improved as well. Teachers of FBM are more confident in the education they provide and the impact that it has on their students.

Describe the unexpected positive or negative results that have occurred: One unexpected indirect result of receiving the funding was the loss of one instructor as the result of granting a one-year leave of absence. Prior to Northland rescinding the layoff, the instructor secured alternative employment in part, providing commodity marketing services/education similar to FBM. The instructor did retain 80% of his former FBM students with his new employer. This resulted in a net loss of tuition revenue and student enrollment in Northland's FBM program of approximately 330 credits and 11 FYE. FY17 In FY17 there were no negative or unexpected results which occurred because of the MAELC funding.

Since the prior report, we have not had any negative results from the challenge grant. We have had additional positives with the college engaging in conversations more closely with our elected officials highlighting the importance of agriculture in the community. As we grow in communities that were not previously served by FBM, there is much positive discussion as to how we can be part of the solution in these changing agricultural times.

We did not experience any negative results from this program. This program has lifted FBM from the budget scrutiny it has always faced. This has been very positive for the faculty to feel valued rather than always seen as a "problem".

We have not had any unexpected negative results because of the grant. I am retiring and I think it helps that we have the grant and now have hired another person to fill my position.

The grant had goals tied to very specific measures. When we lost our instructor due to an accident, the grant goals brought the focus of the team back to center. The grant provided a source of focus around which efforts could be made to further reach and support the local farm student.

SCTCC has been able to host a farm succession education program for the past three years serving over 200 participants from the region.

Has the Challenge Grant allowed your program to offer new or innovative programming that it could not offer pre-grant? If yes, please explain. $n=8$

Ridgewater College FBM instructor Mike Mastey has worked with the Ridgewater College Ag program and Northland Community and Technical College faculty to offer drone and imagery educational opportunities to multiple audiences (post-secondary educators, K-12 educators, farmers and Ag industry). This work is primarily driven through MinnState's AgCentric Center for Excellence, but the challenge grant allows our instructors to innovate and be involved in this type of educational work that may have not been possible without the FBM challenge grant funding and structure.

Yes, Risk Management Meeting support through a USDA funded project was offered by one of our newest FBM Faculty, there were about 25 persons that attended the presentation. That occurred in February of 2017 and it captured the attention of potential new students and lenders from banks and FSA Agency Offices - that gave more awareness and relationship building opportunity to the FBM Program. AgSPARK - Farm Business Management - created in FY'17

Indirectly, yes- because of the personnel cost relief that the Challenge Grant offers to the college, we were able to free up a faculty member to work with AgCnetric Center of Excellence to develop introductory online courses in FBM to reach a broader audience of beginning farmers.

Our college used some of the MAELC Challenge Grant dollars to bring in a speaker on estate planning to the Marshall office. In future meetings we will discuss using the funds to bring speakers to our students to inform them of changes in agriculture.

This is not new but to offer full time unlimited positions is not the norm for our past FBM hires. We have used part time budget patches to move forward always leaving an air of uncertainty. This program has allowed for solid full time program growth and stability.

We are offering pretty much the same programming as we had prior to the grant.

The grant forced us to reconsider how we delivered our education to the students. In order to hit all of the goals the faculty tried a number of ideas around distance learning. In the end we found out a lot about what

doesn't work well, but we did grow in our ability to explore technology and stretch our thinking on what the education model looks like.

No. However, it allowed us increased flexibility and we did not have to access other fund sources (donations, foundation funds). These funds were instead used to make important equipment purchases and support student scholarships each term.

Have you reached any new audiences because of the Challenge Grant? If yes, please explain. *n=8*

Kami Schoenfeld, a new Ridgewater College FBM instructor, offered an Annie's Project event in FY 2017 and has one scheduled already for FY 2017. More prevalent than reaching new audiences, the FBM challenge grant has allowed us to expand our audiences and discussions of how to reach new audiences. For example, we are exploring offering FBM curriculum online through Ridgewater College and exploring how to better meet current student needs in the area of farm transition education. These discussions have lead to community and group educational opportunities for both traditional FBM students and other members of our communities. These discussions have also resulted in growing and developing new partnerships with the University of MN Extension Service and local lenders.

Participation in a Minority Farmer Conference Program by one of our FBM Faculty - has yielded new enrollment by a new immigrant farmer. With the increased capacity for FBM students at the College, we have approved the curriculum for AgSPARK a VETERANS IN AGRICULTURE a Certificate Program for military veterans to enroll in Farm Business Management. This program was supported by special Legislative Funding to attract veterans to the industry of agriculture. During the 2017 Ag Symposium that was held at our College with about 400 attendees - we invited Veterans to attend at no cost and we did have 14 attend, they had the opportunity to visit with FBM Faculty and Veterans Organization representatives. Farm Business Management was a high profile program offering. At SCC we have 3 self declared Veterans in enrolled in our FBM Program.

N/A

The MAELC Challenge Grant gave our college the confidence to hire a new instructor in the Westbrook area and begin working with farmers who have not had a MN West FBM presence. We are also looking to hire an additional instructor in the Pipestone / Worthington / Luverne area for the upcoming fall. We have been able to reach more farmers with the addition of Brad in Marshall and Aaron in Welcome. MAELC funds were used to pay for mileage for some of our instructors and Dean to speak with farmers about the agricultural economy. There have been additional requests for these individuals to present at other events. Our presence is being made known to an audience that typically would not hear our message.

Yes, we are now serving from the north side of the metro to the Canadian border on the east side and from Duluth to just shy of Fargo in the heart of our state. This geography has grown almost 50% due to this program. We can now state that we have capacity to take on students which we really haven't been in this position for a number of years. This program also supported our Risk Management grant in that we were able to use the newest faculty to run those workshops in front of a new audience to support their program growth and bring risk management education.

No, I am full and we would need to hire and additional instructor if we added more students.

The grant helped us reach further into the Hispanic community across the region. The push to reach more students opened up our focus to include non-traditional farms as well. We are working an apiary for example.

We have increased by 18 new students over the past two years. Although not new 'audiences' these are new farmers to the program who may not have been reached without sustained funding. The farm transition programming offered annually for the region is attended by lenders, ag business professionals, and non FBM students which helps us reach new audiences.

Approximately what percent of your FBM instructors follow a professional development plan supported by the college?

Seven colleges responded with 100% one college responded with 60%+

Please provide a brief overview of what these professional development plans include.

All FBM instructors participate in an informal professional development process. This process includes: 1) Approximately \$300 of professional development dollars to be used as determined by individual instructors for professional development each year 2) Professional development opportunities are discussed with FBM instructors at Ridgewater College FBM meetings 3) FBM instructors attend annual MAAE conferences and MAAE professional development opportunities (webinars, FINBIN updates, etc.)

Each FBM Faculty member completes a 3-Year plan for professional development. On an annual basis at the conclusion of the academic year the faculty submit a progress report identifying how they accomplished the plans that had been established in their 3-Year Plan. Briefly the plans include professional organization participation, community organizations that they participate in and any educational lifelong learning or professional preparation that they need to make them successful as a faculty member. All faculty are expected to participate in the MN State FBM Professional Development Conference that has been offered by the Centers of Excellence - Agriculture in the past three years in September.

- Faculty PDP's are developed in consultation with the Professional Development Coordinator and are submitted in the first two months of the Fall Semester.
- All first year faculty are required to review their PDP with their supervisor as well.
- Attendance at statewide and national conferences was supported over the past year through a combination of programs funds and faculty professional development funding. Several instructors attended the National Farm and Ranch Business Management Conference in Sioux Falls, SD.
- The college encourages faculty to assume leadership roles on various professional organizations including MAAE and NFRBM boards
- NCTC's FBM program received the Outstanding Postsecondary/Adult Ag Ed Program Award for 2016 by the Minnesota Association of Agriculture Educators.

Professional development plans for our college include five areas. Items listed in the plans for faculty required to complete in FY 2015 include the following for one or more of the instructors: Content Knowledge and Skill Attend MAAE Conferences Attend Center for Farm Financial Management sessions Formal training in Quickbooks and PC Mars Attending PEP training Attend Ag Tax Seminar in Mankato Attend FINPACK training Attend NFRBMEA conference Participate in state webinars Attend Fall FBM professional development day sponsored by Center for Agriculture Teaching Methods and Instructional Strategies Complete MnSCU credentialing courses Attend college professional development days Work in training new faculty Attend MAAE summer and winter conference Research online or other delivery systems such as Adobe Connect Related Work Experience Work on my own farm Incorporate better records into my farm business Attend area agri-business meetings Study Appropriate to the Higher Education Environment Complete MnSCU credentialing courses Participate in the PEP Program Work towards Masters Degree Service to the College and Community Volunteer as FFA coach Develop online courses for FBM Volunteer for county 4-H program Umpire local sporting events Serve in leadership in local, state, and national agricultural organizations Serve on local school board Serve in various roles within church

I encourage my faculty to annually "improve themselves" by getting outside the normal routine to experience something new. Typically this always involves both the MAAE conferences, FBM fall conference, and then a myriad of other workshops that are sponsored by sister agencies and groups to grow their ability to meet student needs.

Instructor support for attending both the MAAE summer and winter conferences. Professional development as needed by the instructor. That would include any workshops that are deemed necessary by the instructor to keep up with the changing dynamics of agriculture.

The plans are directed by MSCF in that they are a 3 year plan with annual updates. The plans focus on the individual instructor and they choose the areas that they would like to work on during the 3 year plan. Some

examples of plan action items include further education, creation of course tools, and exploring distance learning options.

Local, regional, and state boards. Memberships. Training and development in related fields (EX: farm succession planning) Software training and development (EX: RankEm Central) Advisory board recruitment, participation, and membership. Curriculum updates.

Did the local college offer public meetings to present data related to Farm Business Management in FY17? All colleges held public meetings in FY17

Considering the public meetings hosted, please respond to the following:

# of meetings held	# of people who attended (approximate)
14	600
11	775
35	Over 2,000
35	1050
6	375
1	61
5	550
7	110

Who participated in your meetings? (check all that apply) $n=8$

Participants	Percentage Frequency	Frequency
Administrators	100%	8
Ag Finance/Lenders	100%	8
Agri-Business Professionals	100%	8
Community Members	100%	8
Farmers (non FBM students)	87.5%	7
FBM Instructors	100%	8
FBM Students	87.5%	7
Other (please describe)	25%	2

Other please describe: Agribusiness educators; Legislators

As a college staff, to what extent are you involved with statewide Farm Business Management initiatives? *n=8*

Response	Percent Frequency	Frequency	Cumulative Frequency
A lot	87.5%	7	7
Some	12.5%	1	8
Very Little	0.00%	0	8
Not at all	0.00%	0	8
Total	0.00%	8	8

How does the local college support instructor involvement in statewide FBM initiatives? Please explain.

Ridgewater College supports FBM instructor involvement in statewide FBM initiatives by encouraging activities such as: ☐ *FBM instructors have held state-level leadership positions in MAAE ☐ *FBM instructors attend MAAE events ☐ *FBM instructors are involved in AgCentric FBM activities ☐ *FBM instructors are members of the current FBM online curriculum development committee ☐ *FBM instructors participate in the MN statewide database process ☐ *FBM instructors provide professional development workshops at FBM statewide events

Encourages and supports instructor involvement in MAAE Organization. Faculty participate in MAAE Summer Professional Conference and the Winter Ag Tech Conference. Both of those events have FBM Breakout sessions and faculty present and participate in the statewide initiatives. The statewide FBM Curriculum Review - two FBM instructors, one Academic Affairs and Standards Council representative and the Dean of Agriculture participated in the revision of the statewide initiatives to support the curriculum review process. Supports involvement and participation in the National Farm & Ranch Business Management Organization. Faculty are serving in leadership roles in the organization FINPACK Training offered by the CFFM at the University of MN is encouraged and supported for each FBM Faculty member. All are expected to submit to the statewide database for FBM. PEP Program is required by all new faculty of FBM in their first three years of employment, many of our tenured faculty are presenters supporting the success of early career faculty statewide. Faculty are encouraged to participate in the WebEx Meetings for farm business management instructors. Dean of Agriculture supports and provides representation for the FBM statewide initiatives. The Southern MN Center of Agriculture is hosted at South Central College and the College offers fiduciary support for the Center of Excellence. Recruitment of students in FBM is supported by the Marketing Program of the College. Completion of observation visits with FBM Faculty and their enrolled students during instructional time. Observations are documented and faculty are supported with feedback on effective instruction.

Northland Community and Technical College applies significant support for our FBM instructors throughout the year. Through professional development, instructors are encouraged to and do attend the annual MAAE Summer Conference, MAAE winter meetings, Statewide FBM fall conference, state and national trade shows to name a few. Northland also encourages FBM participation in the activities of the agriculture Centers of Excellence, legislative engagement, Department of Agriculture events, etc. In FY17N NCTC FBM faculty and administration participated in the 5 year Assessment and Program Review for the statewide FBM curriculum which was facilitated by the Ag. CoE's

College supported FBM instructor Lori VanOverbeke to be involved in the development of statewide online curriculum for FBM. -Three instructors evaluated data at the Center for Farm Financial Management before data was entered into the CFFM database with one instructor serving as the database manager for Southern Minnesota -Instructors are encouraged to attend the Fall Conference hosted by the Southern Center for Agriculture. -Minnesota West provides funding for participation in MAAE sponsored professional conferences.

-Instructors participate in state led FBM webinars. -Instructors are encouraged and volunteer to participate in state initiatives as they occur. -2 instructors participated in the statewide curriculum project -2 instructors participated in the RMA grant initiative -MN West instructors encouraged participation in the Top Farmer project

We not only encourage but strongly suggest they attend all state sponsored events. We stop just shy of requiring them to attend.

Both Gregg and I were on the statewide FBM curriculum review committee.

Yes, the college supports active involvement in statewide FBM initiatives. This is done by covering the costs and allowing the time to attend. Jennifer Smith served on both the distance learning team as well as the program redesign team. Others participate in statewide webinars, workshops, and conferences.

Total support - attend meetings, travel expenses, registrations, etc.

Please share any final thoughts or suggested changes you have about this grant program.

The FBM challenge grant has had positive impacts and outcomes for Ridgewater College, our FBM program and our FBM instructors. The FBM challenge grant positively changed FBM discussions and focus statewide. Thank you to the board and everyone involved in the administration of the grant for your support, understanding and willingness to listen to our feedback and make changes which allow individual college FBM programs and the statewide FBM program to grow and improve.

If the individuals that are invested in farm business management education could/would be able to influence the recent retirees from FBM (those that were teaching farm management education in the past 10 to 15 years) and future retirees - to not compete with the current or future FBM educators - it would be positive factor moving into the future. In the past six months five different current FBM Faculty discussed with me the frustrations they experience with former teachers of FBM that are now retired and they continue to work for fees now and provide a "service" and not support the replacement faculty or the institutions that supported them while they were employed. Overall this grant program has been positive in supporting farm business management education for our College.

At our June 2017 FBM Staff meeting, our team discussed how we would respond with suggestions for this program moving forward. Much of our discussion focused on the current farm economy and what is needed based on our interactions with the agriculture industry over the past 12 months. In March, a statewide FBM Advisory committee met in St. Cloud and also discussed the current health of agriculture and more particularly, the farming economy in Minnesota. It was made clear in both instances that there is a critical missing link in our existing inventory of FBM programming. Across FBM, most instructors agree we should be doing more deliberate instruction and/or consulting focused on farm transition/succession planning. A growing percentage of farmers in general, and our students in particular, are at or near the age of retirement with no realistic plan of how to transition their operation to next generation ownership. Typically, many farm transitions are being accomplished in a vacuum in a more legal environment without consideration of the operational aspects highlighted through our FBM programs. Often times, farm families don't have a realistic plan in place which considers how/when to start transitioning their enterprise or, in some cases. When to liquidate their operation. As an alternative to funding 4 additional FBM instruction positions, we advocate for consideration of 1 – 2 FBM farm transition specialists (north/south) who's primary focus would be on a holistic approach to farm transition/succession planning. We would encourage MAELC to consider funding for the specialist(s) plus professional development, which would focus on legal, operational, and the tax liabilities involved in farm succession. This would allow for funding 2 – 3 traditional FBM positions as desired by MAELC. The position would not be responsible for generating traditional FBM credit sales but could generate modest revenue via a customized training consulting contract. The positions would serve the entire Minnesota State FBM network and be open to non-FBM students as well. This would increase system capacity in new programming and provide outreach to a broader audience. A more strategic approach for identifying and planning for new capacity Addendum A projects what we should expect in new capacity with the addition of up to 9 new

instructor positions (5 in FY17 and up to 4 in FY18). It is Northland's position that there is not a sound, business model for awarding new instructor funding based on market data including demographic need by region. We pose the following questions: • As a system, are we adding positions without a realistic expectation of increased capacity? • If we analyze performance from the 5 additional positions created in FY17, are they on target to meet their 3-year credits sales? • Have we created nearly 600 new FBM credit sales in the past year? • Is each new location producing at a commensurate level, credit sales that will sustain positions at Article 12 requirements? • Are we "Robbing from Peter to pay Paul" • Does each region have the need for a new 1.0 FTE or is the need less and how do we manage it with efficiency? Rationale for change Assuming there was a continuing expectation of 2% growth through FY20, and assuming the FY16 average instructor load of 410 credits each, it would require about 65 FTE's to accommodate this projected credit growth. Conversely, when calculating the MSCF Article 12 credit requirements for existing instructors and new hires (347/FTE) it would require about 30,000 credit sales per year which increases that averages to 454. To expect no growth and fund an additional 4 positions will not create a sustainable track for future FBM positions. Over the next 3 fiscal years, FBM enrollment would need to increase statewide by just under two-thousand credits annually. At a minimum, this represents 200 new students each year for the next three years – a nearly 23% increase. With the downturn in the farming economy, FBM students may be enrolling for fewer credits yet they require just as much instruction. Our institutions as a whole are not projecting FYE growth at a rate of 23% during this same time period. NCTC is not aware of any strategic enrollment/marketing plan being operationalized that will result in this rate of growth. Institutions are less likely to assume the burden of additional personnel costs when there is no formidable guarantee of sustained offsetting tuition revenue. Even with the generous support provided by MAELC Challenge Grants and new instructor scholarships, enrollment growth needs to be proportionate with the annualized decreased funding. We would recommend an analysis of the performance of the five new positions funded with FY17 new instructor grants to determine how well they performed,? If challenges arose, were the challenges based on region or enterprise specialty. What may have been the effect of the new positions on established instructors in a region? It may be wise to understand the results from FY17 before funding additional positions. Article 12 of the Minnesota State College Faculty bargaining agreement which governs FBM Faculty load calculation, can be found at the following link: http://www.minnstate.edu/system/hr/labor_relations/documents/2015_2017_MSCF_Contract.pdf

% of students enrolled as full time is a challenge. As we work to become innovative in FBM design and delivery along with recruitment of potential new students as listed above, this will be a challenge to meet and balance the growth while still exceeding expectations of the grant parameters. - Our college is unique in that we have 5 of our instructors that are part time. This is strategic as we look at transition of roles and working with our instructors to meet their needs. It is possible in the Marshall office that one part time instructor may leave but their students would be added to another part time instructors. Instead of counting heads that are instructors, it may be beneficial to look to see that there was not a reduction in total instructor time. For example, if one 25% instructor left and added to another that was previously at 25% our college would be penalized even though the students were maintained and instructor level stayed the same. Also we have two instructors that could retire shortly with one instructor at 67% and the neighbor at 12%. Our college would consider hiring a 100% instructor but would be penalized for not having same number of bodies. Also, our Dean of Management is currently also serving farmers at a 25% level. With administrative restructure he may not be working with many farmers in the future and his students would be transferred to other instructors that are at part time or under the required number of credits in the contract. We understand the intention of the challenge parameters but this could prove difficult in upcoming years with many transition possibilities. - Minnesota West greatly appreciates the dollars received from this grant! These funds have allowed for thoughtful discussion about how to take the next steps in growing our position as nationwide leaders in Farm Business Management.

This program has been a key asset to the maintenance and growth of the FBM program. I believe we would be about 50% of what we are today has this program not materialized. Furthermore, this has been the key catalyst in improving the attitude of the faculty and allowing for true professional development to occur at conferences rather than reviewing how to make the program sustainable. While sustainability will always be a

challenge it is not the only subject talked about amongst our faculty and sister organizations. It is also worth noting that with all of the faculty we have hired statewide each of our candidate pools have been strong. This tells me that the word is out that MN FBM is strong and moving forward to serve farmers. That is a much better image today because of this program.

I love the reporting process for this grant and I know it has help stabilize the Minnesota FBM program. We are now hiring new instructors as they retire as in my case and this was not the case prior to this grant.

The grant is an excellent motivator to grow the program. Two suggestions would be that 1) to have a "meet 3 of 5 goals" approach instead of an all 5 or nothing approach. The reality is that farm markets and farm education are linked. When the economy or markets go bad, it's difficult to remain in a growth mode when retention is the goal. 2) A few examples of other goals could be; retention of students, conversion of PT to FT students, something around faculty retention and succession planning. My college will likely lose 3 faculty in FY18 due to retirement. Overall the Challenge Grant is a great tool to support FBM and Agriculture across the state. It should definitely be offered again.

Please continue funding. It is understood that parameters for the grant may change based on the feedback of colleges which is appreciated.

***End of information collected in the final report required of colleges for the Farm Business
Management Challenge Grant***

PART II

Results from the Instructor Questionnaire for the Farm Business Management Challenge Grant

Overview

Instructors from colleges that received grant funding were invited to participate in the questionnaire asking for their input on the Farm Business Management Challenge Grant. 51 instructors out of the 63 total at the time of the questionnaire were invited. Those invited were instructors with more than one year experience. Twelve instructors were classified as "new" with less than one year experience, and they were not invited to participate as they had no prior experience with the program. The first invitation to participate was sent out on September 8, 2016 giving them a due date of September 23 to complete the questionnaire. A reminder was sent on September 21, 2016. At the time of the initial due date of the questionnaire 40 instructors had responded and there were six surveys that were in progress. The decision was made to extend the deadline for the six in progress and they were asked to complete the questionnaire which they did. Ultimately, 46 questionnaires were submitted out of 51 invitations for a response rate of 90.2%. The exceptional response rate demonstrates the importance of the Farm Business Management Challenge Grants to the instructors and their Farm Business Management programs.

To aid in the development of the questionnaire. The outside evaluator held focus groups at the summer with two different groups of instructors, one early career group (under 10 years of FBM experience) and one "seasoned" mid-late career instructor group to get their insights, test their responses to questions and to assist in formulating questions for the questionnaire.

Questionnaire Highlights

The questionnaire provided a very useful view into the Farm Business Management Challenge Grant Program and the Farm Business Management Program through the instructors' eyes. The instructors were very forthcoming in their responses and brought forward some very positive thoughts, as well as, some very real concerns. The following provides highlights of the more detailed narrative section that follows.

- The average years completed by the instructors is 14.8 years six of the respondents had over 30 years of experience. Although the questionnaire did not inquire as to age and retirement intentions of the respondents, based on years of experience there are likely several instructors that must be considering retirement.
- 86.96% of the instructors have a professional development plan.
- The median number of students is 41.5 full-time and 9.5 part-time students per instructor.
- 54.35% of the instructors expect student numbers to increase
- 76.09% expect that the time spent with students to stay the same, while 73.91 expect the number of meetings per student to stay the same.
- Instructors indicated that 95.65% of the students participated in activities and classes over and above individual meetings.
- The majority of the instructors believe that the number of classes and activities that they offer will stay the same, and 50% believe that the number of students will stay the same.
- Overall instructor job experience rating improved from before to after the FBM Challenge Grant being awarded. Many commented that it offered a boost and they appreciated the renewed commitment to this important program.
- Prior to the program the budget concerns were rampant and there was substantial concern in being able to recruit students, in job security and being over capacity on students.

- Challenges raised post FBM Challenge Grant - There were concerns about meeting the parameters: when many existing instructors were already at over capacity; when small producers e.g. 80 acres 60 beef cows cannot afford to be full time; new instructors need to have time to build student numbers; There is still more demand that they can cover; Economic climate is going to impact ability to pay when they need the program even more.
- The grant has allowed programs to be focus on being student driven and on quality programming rather than constantly justifying the worth of the program. It has allowed programs to expand instructors and offerings. It has led to increased professional development and more and better programming for students.
- Innovative programs have included the used of more and different technology and other delivery methods for the reaching students. New programs on marketing, farm transition and succession planning. More collaborative programming. More new instructors and expanded mentoring.
- Instructors identified that financial stress is very real indicating that 82.2% of the famers that they work with have quite a bit to a lot of financial stress.
- They also indicate that the vast majority farmers that they work with use the information that they get in the farm business analysis (93.34% quite a bit to a lot) and make more informed management decisions because of it (95.55% quite a bit to a lot).
- Instructors think that participating in the FBM program has improved their farmers' ability to provide information required by lenders (97.78% quite a bit to a lot) and has helped their farmers' businesses to be more successful (95.56%).
- Instructors indicated that students benefited in many ways from the FBM Challenge Grant. Most importantly that instructors were able to spend more time on meeting students' needs giving students increased access and that there were more instructors to work with students. Some students were aided by tuition buy down or the fact that tuition was held to more affordable levels.
- Minnesota agriculture has benefited from the FBM Challenge Grant in making more instructors and programming available to farmers.
- Agriculture and the larger community have benefitted from the yearly financial analysis and statewide public (FINBIN) database, which is widely accepted as the best in the United States. This information is used by lenders, students of the program, farmers who are not students and other stakeholders to understand the economics and trends in Minnesota farms and specific farm enterprises.
- Instructors have indicated that the FBM Challenge Grant has been critical to the FBM Program and they are thankful for it.

Detailed information from Instructor Questionnaires

Number of years completed as a Farm Business Management instructor

There are 681 years of total experience among the respondents

- *Average years = 14.8 years, Median = 12.5 years, Range 1-37 years.*
- *16 instructors had less than 10 years experience, and 6 of these had completed 4 or fewer years of teaching.*
- *18 instructors had 10-19 years experience*
- *12 had 20+ years experience with six of these respondents with 30+ years of experience.*

The Challenge Grant and the supplemental grant have provided the impetus for new hires which is not entirely captured in these numbers as instructors with less than a year completed were classified as "new" and they were not invited to complete the questionnaire. 12 instructors were classified in this manner. Although the questionnaire did not inquire as to age and retirement intentions of the respondents, based on years of experience there are likely several instructors that must be considering retirement. *n= 46*

Do you possess a professional development plan supported by your college?

Response	Frequency	Percent Frequency
Yes	40	86.96%
No	6	13.04%
Total	46	100.00%

n=46

Q6 -If yes, do you follow it? Please explain. n=36

Of the 40 respondents who responded yes, 36 provided additional comments with four of them just repeating yes or of course in the case of one. The detail in the remaining responses varied. Those that provided detail referred to the frequency of plans, most are annual plans, but some instructors develop a three year plan. Most do not mention the number of days engaged in continuing education but for those who did the range in days was from 5-20 days. MAAE activities for continuing education were mentioned the most frequently with seven of the 36 respondents mentioning that MAAE was an important part of their continuing education. Several respondents pointed out the importance of continuing education to help them keep their skills sharp so they may be the best instructor possible. It was mentioned that sometimes plans don't reach fruition sometimes because agriculture is changing so rapidly so expectations need to be adjusted. Sometimes there are changes in the college that leads to the inability to complete planned items.

The comments in their entirety are listed below. They are listed as written by the respondent with no editing outside of spelling adjustments.

- The college had us write Professional development plans each year previously. This year we have SLOAP plans. I also have my own personal professional development plan goals.
- Yes, I do for the most part. I have not gotten as much technology training as I would like, but I have expected the college to provide that.
- Yes
- Yes, we have a 5 day plan that we complete every year and follow up with in the spring. Our college requires 5 days outside of your contract for professional development.
- Yes - updated annually with the plans being followed. Continued education is of utmost importance in this business.
- I make every attempt to follow it and believe it is a privilege to create it.
- Yes I do, through attendance of our MAAE professional development conferences and workshops as well as many other Agriculture sessions and conferences such as annual Ag Lender update seminars, Prairie Grains Conference, etc.
- I attend all professional development opportunities such as summer conference, national conferences and ag tech meeting in January.
- Our professional development plan includes what areas of interest I have in continuing to develop the skills I need to be a successful instructor and how we will reach those goals.
- The college is very supportive in encouraging us as instructors to attend various professional development opportunities. Most of our FBM instructors attend the MAAE Summer and Winter Conferences along with the fall conference sponsored by the Centers of Agriculture.
- Yes.....I have developed my own plan in which is discussed with my dean and supported by the college.
- Yes
- Yes, the MAAE as well as other organizations play a crucial role in providing professional

opportunities.

- Follow and update it annually.
- Yes. I attend professional conferences sponsored by the MAAE. Including both the Winter and Summer Conferences. I also attend the Fall FBM conference sponsored by Ag. Centric and Southern Center for Ag. I also attend various field days by seed companies and co-ops.
- Just starting out in FBM , the PEP program has been a big help in getting us young FBM instructors on the correct path as well as all of the conference opportunities.
- Yes. I identify which opportunities I wish to attend and then follow up on the activities.
- I complete an annual professional development plan that details my professional development goals for the year along with a list of events that I plan to attend.
- yes, I attend about 15 days per year of professional development activities
- Yes. Annually I will take in generally 15-20 days of professional development activities with the majority of the professional development activities done on my personal time.
- Yes
- I far exceed the goals and activities that I recorded in my latest professional development plan.
- Yes, I submit it each year with planned events and follow as closely as possible.
- Of course
- Our college has us fill out a short plan each year related to coursework and in-service. Much less than previously.
- My professional development plan is a three year plan. I have tried to implement and follow the original plan, however things do change rapidly in agriculture so to stay abreast of current needs some additional training has occurred beyond initial expectations and some initial expectations have not received the full attention they were originally expected to receive do to the same changes mentioned above.
- As part of my plan I continue to update my professional training on a biannual basis.
- Used the college professional development guidelines for managing the FBM program so that it serves the college, the farmer student and me efficiently. I have always done my best and have had a 1.4 ratio the last 5 years Sometimes unforeseen changes by the college policies put obstacles in the way. Plans don't always materialize as envisioned.
- Yes, it's simply MAAE sponsored workshops both Summer and Winter, Income Tax seminar(s) as they become available and NFRBMEA workshops when they're close to Minnesota. I also take in as much FINPACK update trainings as possible.
- Yes, because it's my own individual plan. Goals do move when they seem a little too lofty sometimes. Low budgets make doing a lot of changes difficult.
- My plan for professional development centers around two main areas: personal communication development and technology development. At my stage of career, I recognize that it gets increasingly more difficult to be motivated to adopt the ever changing needs and platforms for delivery in technology especially when it is easy for me to say "if it ain't broke, don't try to fix it." Use of the development plan allows me to source those opportunities to update my skills especially in technology. In the area of personal communications, I have been able to improve both my speaking and listening skills through small group instruction with other professionals.
- Yes

- I go to the events that I put in the plan.
- I annually update my professional development plan. It is supported by our college dean and the college as a whole. I follow the plan closely.
- Yes. For the most part it follows all the professional development activities we do during the year. There are some longer term goals and expectations of continuing education for masters programs that do not fit into the life schedule right now.
- Yes checked each year and discussed with dean
- Yes, it is usually the same workshops and conferences regarding FBM

Number of total students that you work with (annually)

	Full time	Part time
Total	1763	624
Average	38.33	13.57
Median	41.5	9.5
Minimum	0	0
Maximum	65	47

n=46

Due to the FBM Challenge Grant, do you expect the...

With the grant do you expect the...	Increase Percent Frequency	Frequency	Decrease Percent Frequency	Frequency	Stay the same Percent Frequency	Frequency	Cumulative Frequency
Number of students you work with annually to	54.35%	25	6.52%	3	39.13%	18	46
Amount of time you spend with each students annually to	17.39%	8	6.52%	3	76.09%	35	46

n=46

On average, about how many times in a year do you meet individually with your students?

Average = 6.1 meetings, Median = 6, Range 3.5 to 11, *n=46*

some respondents used ranges, the mid-point of their range was utilized for their response.

Due to the FBM Challenge Grant, do you expect the number of meetings per student per year to:

Number of Meetings

Response	Percent Frequency	Frequency	Cumulative Frequency
Increase	21.74%	10	10
Decrease	4.35%	2	12
Stay the Same	73.91%	34	46

n=46

Comments related to number of meetings. *n=19*

The comments in their entirety are listed below. They are listed as written by the respondent with no editing outside of spelling adjustments.

The challenge grant is very beneficial. For me, with the student load I have, I am overfull already. The greatest benefit to the FBM program here is adding another instructor to hopefully decrease some work load to current instructors, as well as increasing the ability to serve new students through the additional instructor.

It is my goal to engage my farms as equally as possible in regards to time commitments.

When you work with between 50-60 farm businesses, you really can't give individual farms any more time than already designated. The Challenge grant made it possible for our college to keep the tuition cost to the student at a status quo, otherwise they would have increased the per credit cost to our students between \$450-\$600/year which would have drastically impacted the number of farms that could afford to participate in the program, especially now during these distressed economic times for producers. We also have to remember that prior to 2011, FBM had about the same amount of legislative funding (fenced) designated to management education support that was built into the MNSCU allocation, but under the tight economic times experienced by higher education institutions, the colleges (unfenced) these dollars which drastically affected the cost structure in the eyes of college administrators. This new challenge grant simply replaced the early funding that had been designated to support management education by previous legislators. The only difference is, under the previous management education support dollars, the legislature left it up to the colleges to manage the instructors and the programs for efficiency parameters, but now the legislature is trying to put their own efficiency parameters in place when they don't really have a feet on the ground knowledge of the unique instances that might arise across the state affecting these parameters. It really needs to be left up to individual college administrators to assess our efficiency and progress both as individual instructors and as local college programs. Our local administrators are currently very satisfied with the progress made by our local college FBM instructors and are now comfortable with the cost structure and credit loads being delivered by instructors, but the parameters set by the legislative committee are not able to be met because we had one instructor who took a one year leave of absence and joined a private company and took a large number of his former students with him. But the way the parameters are set, the remaining instructors and the program will be punished by not getting the fourth MAELC challenge grant payment even though our administrators are pleased with our performance.

The expectation, not only from the grant to increase students, but the college would like use to work with more students, generate more credits, but at a lower cost and with less resources. Do more with less?

I inherited many students who were at part time level and because of the challenge grant have been working to increase them from 8 or 9 credits to 10 to more accurately reflect work load and costs. With registrations this upcoming year, I am pushing more to the level needed.

The grant offsets the cost of the program to the colleges. Without it programs would slowly disappear. As instructors retire they would not be replaced or tuition for the program would double making it unaffordable for many of the students that need it.

The grant has been very useful in solidifying the support for the FBM program within the college

administration. I have some capacity to increase my student load - and I intend to do so. Unknowns in this process of expansion is the farm economy. I have had four farms that have had foreclosure or discontinued business in the past year. Many times a new student begins in the spring semester (January start) and therefore only enrolls for 5 credits, where a student that drops is a loss of 10 credits. i.e. it takes two new students to replace one drop in a current year. This is a challenge to overcome.

I have no room for growth but other instructors at my college as well as the multiple new hires have room and I expect them to grow quite a bit.

I am pretty full, so I can't take more students. Without the grant, I believe the number of students I work with would have decreased.

I have "maxed out" the number of students I can handle effectively. I feel no pressure to try to take on additional students when they call me, as our college hired an additional instructor.

There are students who are well established whose requirements will not change at fewer meetings per year. New students will often get longer meetings, not necessarily more of them.

I'm not sure what a full time student is defined as. I used 8-10 credits. Half of the part time students are because they have smaller farms but I complete their closeouts, cash flow and balance sheets. If I didn't sign them up for less credits they couldn't afford the program. The beginning farmer scholarship is great but again some don't have enough to warrant 8-10 credits and it becomes more expensive for them in comparison.

the grant has not changed my methods of instruction or student count in any fashion

My program will not grow as I am up to maximum of a 1.4 the past 5 years We will always have part time students as some are part time farmers that want education. The challenge grants need to fit the program and not the program to fit the grants! Thanks for asking for the survey, I know any questionable items can be addressed.

Farm economy has changed drastically, so there will be new challenges ahead.

I might meet with my students in groups or via internet which might help increase the efficiency of my time.

I am officially hired as a part-time - temporary instructor and will be moving toward a transition to a new instructor in the next few years. I would expect that the position will be refilled when I do retire.

Due to the economic times in agriculture, it's hard to say the challenge grant is increasing or decreasing my personal numbers. More than anything, it's allowing me to stay at a comfortable number of students instead of taking on more and spending less time with each student. It allows me to know I have the opportunity to pass on potential new students to another instructor instead of having to squeeze them into my program.

I think actual student numbers will go down not due to the grant but rather due to the farm economy. I have already had 3 full time students tell me that they will not be in the program this year due to not having the money?

Besides individual meetings with your students, have they participated in any classes or other activities offered through your program? If yes, how many classes on average per year per participant?

Response	Percent Frequency	Frequency	Cumulative Frequency
Yes	95.65%	44	44
No	4.35%	2	46
Total	100%	46	46

n=46

For the 41 of the 44 respondents that responded in the affirmative.

Average = 3.35 classes/activities, Median = 2, Range 1-20. One just reported invited to workshops without specifying a number.

n=41

Due to the FBM Challenge Grant, do you expect the number of classes or activities offered over and above individual meetings to:

Response	Percent Frequency	Frequency	Cumulative Frequency
Increase	32.61%	15	15
Decrease	2.17%	1	16
Stay the same	65.22%	30	46
Total	100%	46	46

n=46

Due to the FBM Challenge Grant, do you expect the number of students participating in classes or activities offered over and above individual meetings to:

Response	Percent Frequency	Frequency	Cumulative Frequency
Increase	47.83%	22	22
Decrease	2.17%	1	23
Stay the same	50.00%	23	46
Total	100%	46	46

n=46

Comments related to do you expect the number of students participating in classes or activities to increase, decrease, stay the same *n=8*

By adding staff we are able to offer more classes due to the workload arrangement changing.

More of a push overall to offer less individual, more group type instruction.

Last year we used Challenge Grant funds to host an estate and planning seminar attended by our farmers. Next year we plan to host beginning famer sessions. We are looking into establishing a marketing group as well.

I have enrolled most of the FBM students that Paul Ramsey and Mark Berg worked with that wanted to continue. They are mostly from Frazee, Detroit Lakes and Frazee. Two instructors were hired by CLC that live in that area. When I retire I have encouraged my administration to move my location closer to Perham. I find it incredible that of five positions offered statewide, MAELC funded two new positions where both instructors live within 15 miles of each other at Lake Park and Detroit Lakes. Also both of these are located within Northland College's historic FBM area. In the future, I would hope that the leadership would allow all of the participants to read and comment on all of the proposals before a final decision is made to make the best use of scarce legislative dollars. This MAELC decision has made it more difficult for Northland College to meet its expected increased credit expectations.

Individual instruction is the main part of the program. That is why people enroll with me

Challenge grant does encourage NEW FBM enrollment and along with that, the necessity to hold class on basic FBM issues such as farm accounting and balance sheet prep.

Group meetings by instructor are difficult due to spending a lot of prep time to have maybe 10% participate. Best group meetings are those that are run within the whole college with all instructors students participating. Since subject content has to be broad instead of private individual information. A lot of bigger farms hire consultants for certain areas they may need help....crop/agronomic, marketing, estate planning/legal are the 3 biggest..since these areas are full time jobs that require specific job training and experience.

My wish and goal would be to offer more opportunities for larger / regional meetings. But this takes money and the colleges are not willing to put a lot of extra money out of our budgets. The colleges feel that the challenge grant money is a 'reduction' to our individual budgets and not extra for us to do extra programming. The hope would be the Centers of Excellence could and should be helping with that type of programming. When it comes to monthly program meetings with just my students, I didn't get a lot of participation or none and all and decided not to waste my time or the students if they were not willing to participate.

How would you rate your overall job experience...

Rating of Overall Job Experience Before the FBM Challenge Grant

Response	Percent Frequency	Frequency	Cumulative Frequency
Very Poor	0.00%	0	0
Poor	2.17%	1	1
Average	26.09%	12	13
Good	45.65%	21	34
Excellent	26.09%	12	46
Don't Know	0.00%	0	46
Total	100%	46	46

n=46

Rating of Overall Job Experience After the FBM Challenge Grant

Response	Percent Frequency	Frequency	Cumulative Frequency
Very Poor	0.00%	0	0
Poor	0.00%	0	0
Average	2.17%	1	1
Good	34.78%	12	13
Excellent	63.04	21	34
Don't Know	0.00%	12	46
Total	100.0%	46	46

n=46

Most of those who were below excellent before the grant moved up in their overall job experience.

How has the FBM Challenge Grant impacted you personally? n=45

Positively

The FBM Challenge grant has been very beneficial in adding faculty. Also, at the college level, it has reduced the constant pressure that we as instructors are under to increase our program income to be cost neutral. We are under constant scrutiny because the FBM program is a high cost program. With less pressure, it does personally reduce the stress levels associated with the job.

Removed the stress from college administrators concerning the alleged financial shortcomings of the FBM Program.

Increased the number of instructors in our college and allowed me to mentor one.

Added a person to our office/area which will help increase the student capacity in our area. We have been turning people away for the six years that I have been there.

It has allowed the program to continue with incentives to grow the program, especially for those faculty whose programs have unattained capacity. In addition, it has allowed each college to finally end the decrease in faculty numbers and add additional staff.

I am very excited to see the financial and new staff commitment to the future of Farm Business Management.

It has raised my stress level. As a woman who is just starting a family, I am not sure how my college would be affected if I had to go on maternity leave and lost some students because of it or was unable to complete enough analysis to satisfy the grant requirements.

It has allowed us to keep businesses in the program that really want to be in the program, but would have some difficult decisions to make if the cost to participate went up 30-40 percent.

It has given me an opportunity to increase my knowledge base.

We have been able to focus more on the program, not so worried about getting the lay-off notices every October.

The Challenge Grant has given our college the confidence to move forward with FBM and to allow us the ability to explore new options of delivery with the farmers. Personally, I have benefited as our college feels confident enough in Management Education where we have a Dean of Management position on our Leadership Team.

Less pressure put on the instructors to caring student loads more than what they were paid for.

I think the FBM Challenge Grant has been a welcome positive impact to the program. As a 35 year veteran, I have experienced many "negative" experiences - this is one that simply states the program is important. Therefore, I am important.

It has added stability to my position, which allows me to do some long term planning.

It has given me a professional "boost" to finally see our program expanding to serve more farmers in our area as well as those in underserved areas.

It offers a form of support in our statewide FBM program that we have not had throughout my career. More than financial support.

The challenge grant has been a boost for my program. I am much more positive. There seems to be a future for Farm Business Management. It is positive to have new instructors being hired. There is new life and new blood. New ideas. Very positive. We seemed to be valued again.

I am able to concentrate on the student needs without worrying about how many students I need to have in the program to keep the college happy. This takes a lot of stress of me to do a better educational program.

I shifted from concern over the stability of my job to focusing more on student educational needs. I think the stress level has decreased and student comfort in the program has increased with the stability.

My job details have pretty much stayed the same.

It gives me good reason to try to keep more students at full time

The FBM Challenge Grant has allowed me to spend more of my time focusing on students and educational opportunities. It has also provided a sense of security.

I feel far less stress to try to take on additional students, and I am confident that my position will be replaced when I retire. Both of those are huge to me.

No comment
Provides more opportunities for students
Not much.
I have moved geographic locations due to the Challenge Grant and Supplemental New Instructor Grant to better fit my career into my own life.
We added a full time position here in Fosston and I went down to half time. We were unable to get any funds for helping with the expansion.
Made the position more financially secure.
Mentoring greatly assisted in transition and retention of students.
It has allowed two CLC instructors to be placed in the area that I am working with??? Fall workshop is great.
Indirectly it has affected our college and allowed the college to maintain and encourage growth. This has impacted me by allowing me stability and to maintain quality in my program
It has given me an improved outlook on the future of the FBM program. When I retire now I feel there is a good chance my students can continue working with a new instructor.
Continued to make the program affordable for people otherwise that would drop out
Caused me to encourage and prepare more FINANs.
Not really, but I think it allows for the college program to improve as a whole instead of individually, but that creates benefits for us all.
The FBM Challenge grant has improved the instructor environment and opportunities to participate in various educational programs.
Now that we have the increased capacity, I am able to field calls from potential new students and lenders who are requesting becoming students of the program. In the past, I have somewhat reluctantly added students leading to a situation where I was working with nearly 40% more students than I was allotted time for. This situation was fine with me but college administrators were aware of the overload but were unable to adjust my annuitant salary to reflect the additional workload. This situation will come into balance.
It has taken some of the uncertainty of the future of FBM and my job out of the situation and let me focus more on my students.
I feel better while being a more equal part at School
It has taken some of the financial pressures that the FBM programs were going through away.
I was able to keep my job! Before the challenge grant was approved, I have been given my ULA notice. After the monies were approved, the college rescinded my ULA papers. The grant gave me the 1 more year I needed to grow my numbers above the minimum requirements. It takes 3-5 years to grow a program and keep a good base of students to have your program numbers where they need to be.
Got the college to stop pressuring use to come up with ways to get more money for the school
It has given me way more job security and same for my students to know I will be able to stay working with them

What was your greatest challenge before the FBM Challenge Grant program? *n=45*

Getting New Students

Trying to add students, when I was already overloaded beyond the maximum. Also, working many, many more hours than paid for just to teach all the students.

to continue to deliver the same amount of instruction to the same or more students with continuing reduced budgets.

College wide budget concerns

Wondering if the state college system would cut FBM year after year. This was the first year I could do my work without wondering if we'd be there for our farms next year!

General budget concerns.

My most significant challenge is to continue to grow my knowledge base and serve my student at the highest level possible.

Trying to increase the number of full-time students.

The college administrators were looking at the FBM program as unsustainable based on the cost structure following 2011 when MNSCU unfenced the dollars that had originally been designated to support our programming previously. Tuition from FBM students does not totally cover the cost of delivering the education, and local administrators do not want to give individual programs any credit in the cost study for the portion of their legislative annual allocation as they say that money is all needed to cover overhead expenses of the college. The fact of the matter is, about \$400,000 of the 10.5 million annual appropriation allocation that our college receives from the state is due to our FBM credit FYE's.

Making sure that my students received pertinent and useful information.

Not knowing if we would be employed the next year.

Collecting tuition from students.

Student recruitment

Negative college administration attitude towards the FBM program.

Job insecurity

Serving the many farmers in the area who had no place to go and receive farm management instruction.

Always focused on how to save our jobs at every meeting/educational event that should have been providing us with professional development to make us better instructors. It always seemed like we were spending so much wasted time defending our occupation instead of helping farmers that needed us.

The greatest challenge was the uncertainty of the program. Not knowing if the program was going to be viable long-term. The questioning of the College and constant scrutiny that we were under as instructors. I believe we were doing a good job but, nothing seemed good enough for the college administration. We were not seen as a value to the educational effort of the college.

Keeping enough students for the college

Job security and potential significant tuition increases

Having students that I had to travel quite a distance to see. Now with a new hire he will take some of them over and I can gain more students closer to home

figuring out ways to provide individualized value to 44 students at a time

There was much more scrutiny of the FBM program prior to the grant. The general thoughts of FBM around the State were much less certain about our future. It is good to see new instructors hired to both replace retirements and build new positions.

Feeling that FBM education through MnSCU in Minnesota was in a death spiral. Many instructors were not being replaced when they retired, and continually felt pressure to take on additional students especially now when economics for producers is not good.

Administration was always questioning the sustainability of the FBM program

Recruiting students

Dealing with administrative duties.

Travel Time to and from students

We needed the legislature to pass funding to help keep FBM going in Minnesota.

Money

Getting fully acclimated to programs.

Funding to allow the FBM program to continue at Northland College.

too many students for me so quality is always my concern

My greatest challenge was pressure from our college administration about our program cost and the fear that when I retire my students would not have anyone to work with.

Not knowing program cost to relay to farmer students

xx

Workload to get yearend analysis completed timely and also meet the current needs of each farm student. It has been increasing due to the farm economic conditions.

The working environment has been a challenge along with the future of FBM which now has greatly improved.

Not knowing how to handle requests for enrollment when we were in a situation of being at and well over our capacity for student enrollment. There was a large financial squeeze being put on the college administration to solve the issue.

The uncertainty of the FBM program and its future.

The future.

Colleges believing that FBM was an expensive program and thus not replacing instructors when they would retire.

Constantly fighting and justifying my job. That what I was doing for my students was good, even if I didn't have 45-60 plus students like my peers at the college.

Convincing the college president we were not losing money for the school.

Dealing with our administration and their thoughts on farm management. It was very stressful

What is the greatest challenge now that your college has received the FBM Challenge Grant? *n= 44*

Helping Students learn more effectively

Reaching the 2% growth target because I was already beyond the maximum, and do not want to personally increase by 2% because I physically cannot do a good instructional job if I add any more students. So now the pressure has shifted to reach the 2% growth to continue to receive the funding. As a result, the stress is back on the financial end of the program again. Also, our college as a whole, was at the high point in enrollment and FYE per instructor in the beginning year of the grant, so that is making the target growth more difficult.

Maintaining or increasing the number of students to fulfill the contract and the challenge grant.

Office space!

Gaining traction in areas that have not had successful FBM programs recently and working with bankers to ensure that relationship continues.

We still need more faculty - more demand than we can cover. More opportunity to spread across state lines.

My number one concern is that our group seriously engages the goals that we have to make to receive full funding of the grant.

Trying to increase the number of full-time students.

Things are actually currently running very smoothly within our department with the challenge grant monies and we definitely have the support of our administrators! But, it all comes back to money and cost studies, so if we do not receive the final (4th) allotment of the money we are at risk of administrators drastically raising the price of tuition to our FBM students now that they converted us to a custom training program delivery model and apparently are not under the tuition freeze when offering the program as customized training. As mentioned earlier, this would have a drastic impact on the number of students we may be able to serve in the future. Also, the frustrating thing is, when I review the Challenge Grant Progress Report Update information that Sarah presented at fall conference with my local administrators, they agree that we and four other schools that apparently did not meet the one criteria are actually running much more efficiently (cost Effective) as compared with the one college that supposedly did meet the parameters. I am not including St. Cloud or Alexandria in this analogy, only the colleges with 5 or more instructors.

Continuing a heavy workload and outreach with students.

As long as we have the funding, we are continually being pushed to generate more credits with less one-to-one contact and travel time.

Still is collecting tuition but it is better as we have increased programming to offer to the farmers.

Same....tuition for the student hasn't went down.

To meet the standards objectives of the program. I find the part-time student an issue - as many smaller farms do not have the financial ability to enroll as a full-time FBM student. I am thinking of the producer with 80 acres or 60 beef cows.

Meeting all the time commitments

Making sure that the challenge parameters are met in a severe ag economic downturn.

Leadership that understands the foundation of FBM education.

I believe the biggest challenge is the required 2% increase for the college enrollment. There is a limit to the number of students each instructor can work with. In addition the new instructors will not retain all of the students the old instructor worked with. There are new instructors starting with zero students and they must be given time to build their student base. Not fair to all instructors or the colleges that they are counted against the 2% increase requirement.

increase current load (credit or student retention with the economic forecast)

The farm economy and delivery method of the program

I don't see one.

figuring out ways to provide individualized value to 44 students at a time

At this point, the greatest challenge will be making sure that we meet the benchmarks to receive the remaining funds. Growing enrollment will not be difficult in the current economy, but managing that increase in enrollment will be more of a challenge.

Continuing to do an excellent job.

Meeting all of the matrix measures currently laid out by the grant..

Recruiting students

Dealing with administrative duties.

Adding new students to fill a new position

The number of full time students needs to be adjusted for we have students that come in once a year for a balance sheet and cash-flow and to turn those students away is dollars lost for the college. I have been selling around 550 credits per year and the credits over 517 were dollars that would help the college.

Keeping all the students happy.

Getting fully acclimated to programs.

Direct competition from two funded instructors to be placed in the area that Northland College has historically served. There are only so many farmers in a given area. To meet the increased credit expectations with the placement of new instructors in Northland's footprint.

the same challenge. as more students enroll quality instruction begins to erode

Just keeping up with my workload during the challenging economic climate.

Having it continue Trying to meet the very ridged guidelines adopted to meet the grant requirements (Serious item, they are sweating)

xx

I think it will be the same as above.

The greatest challenge is the transition from less instructors to an increase of instructors. This transition has lead to a decrease in students for the college until the new instructors have time to increase their student credit load.

I appreciate the challenge to meet the requirements of participation in the grant program and know that it sets a bar of performance that my FBM peers and I must meet as a team. We are fortunate to have great leadership in our area in this area, I think that other challenge will be going through the first year of additional staff and students and dealing with flow of students and data through our local system. We also need to be aware of the additional support that we as peers need to provide for both students and instructors.

What will happen when the grant runs out. Will FBM still be at my college? Will I still have a job?

Finding someone to take our openings.

I do not see any challenges.

There are very few challenges. The main challenge we have at our college is online registration issues but that is an individual college issue and not a challenge grant issue. Unless the challenge grant can hire someone to do all our registrations for us

Getting to 102 % increase in students. The economy is not good for the farmers and yes they need us more than ever but if the choice is putting food on the table or paying tuition we all know what anyone would choose.

Finding enough time to work with the student demands during the winter

What has the FBM Challenge Grant allowed your FBM program to do that it could not do previously? *n=45*

Learn New teaching methods better suited to the students needs and learning style

Add an instructor-add new students and programming.

Nothing.

NA

Expand!

Feel more like I can just do my job of teaching students and not worry about having the program cut.

It has encouraged the hiring of new faculty.

Since I have only been in this position for a year, I do not feel I can answer this question as it deserves.

Technically, it allowed us to ultimately stay in business. We were at a point where 60% of our faculty had received leave of absence notices from our college administrators in the fall of 2014 and their only solution was going to be to increase the tuition our students by roughly 40%. All this would have done is slow down the extinction of our program rather than just shutting the program down immediately. In other words, the tuition would have eventually gotten to a level a couple years down the road that would have priced us out of the market place and farmers probably would have just went to CPA's etc. The problem there is, CPA's are great at taxes, but absolutely do not do business analysis, cost of production and cash flow planning to name a few. These are the things producers truly need to stay in business today.

Outreach and quality of our program.

Focus on programming and student driven verses job stability.

We have had the opportunity to have increased professional development as instructors. Additionally, we moved to a new location with increased access to technology. The Challenge Grant has allowed us to bring in outside speakers to benefit our farmers. Next year we are looking into providing headsets for our farmers so we can have more frequent meetings with our farmers and reduce travel expense. Eventually, this will be a cost savings for the college.

Nothing....as stated before the college has kept the dollars to help offset the cost of the program.

Have a positive attitude about the future of FBM.

Make long term plans and goals for the program

Promote and recruit additional students to hand over to the new hired FBM instructors.

Nothing yet.

I think the biggest thing is that it allows us to concentrate on teaching students and not have to be constantly

justifying our worth to others.

do additional seminars with other agencies (FSA) to generate additional students or help with some basic Farm Business Management in a small group setting with a non student audience

Focus more on student educational needs and allow the instructors/advisory board to have different discussions. Before the grant, we talked about program funding and other challenges of the program. Now we talk about potential programs we can host and are truly giving direction to the program and the instructors.

Hire new instructors.

Hire an instructor to help grow the program. Before the grant, we'd need to be overloaded and prove the need before a new instructor could be hired.

It has allowed me to increase student numbers and participate in more professional development events.

Have an instructor with a more positive attitude, and having students that can continue to afford the tuition.

Maintain tuition rates. Without the FBM Challenge Grant funding tuition would have been increased by about 25% which would have created a number farms to not continue enrollment or credits/ instructional contact time would have been reduced for about 25-33% of the students.

Hire another instructor

I don't know that.

Fill additional positions that were needed due to high workloads and underserved areas

I think we need to address some replacement issues with an instructor that took a leave and will affect our ratios

We are going to try to have a meal at the wrap up meeting.

Training me.

To plan for the future more than one year.

For me it has stayed the same. for my peer group it has allowed growth

Just not worry as much about the future.

continue

Caused even further credibility with our host college (SCC). We've also added a totally new instructor position w/o grants, an event that proves our long term credibility with our current administration.

It allows me to feel that job security and job growth is now seen as a positive by our college system.

The FBM Challenge Grant has allowed instructors state wide educational programs and more uniformity with programming along with sharing of ideas.

Improve and upgrade the physical facility in our office area. Although on-farm delivery is an important component for many of our peers, we deliver the vast majority of instruction from our office and lab facility. We are better positioned to do this with a large majority of our students because we have with intent, marketed our program in a more confined geographical area. This allows travel to our office to be more convenient for students. Hire an additional instructor locally that has increased the capacity to deliver FBM instruction to prospective students. The additional enrollment will need some time to stabilize especially in this time of tight financial margins.

Still be here for students without it I am not sure the program would be at our college.

We added a new program.

It has given us more flexibility and increased positive relationship with the college.

Keep its current number of instructors and add another.

Do our job without hassle

Maintain and grow student base

What innovative things are happening at your college because of the FBM Challenge Grant program? $n=45$

Greater cooperation between faculty

A plan for replacing retiring instructors and enhancing our curriculum.

More trainings.

Hiring of new instructors

Due to the ability to grow we are now able to work with producers nationwide on an online format.

New faculty have and will be hired and more on-line or distant learning.

The new hires are allowing us to engage additional students.

We recently hired two new FBM instructors.

We are actually now discussing the possibility of expanding with new faculty to grow the program rather than contract the program like what was happening the previous 4-5 years. Four years ago, we had 14 FBM instructors at our college doing great work and now we are down to just 7 instructors because since 2011 when the monies were unfenced our administrators quit replacing our retiring instructors. This trend will probably return if we do not continue to get the challenge grant support.

More opportunities for student learning.

Working with newer technology and developing more collaborative efforts/functions/educational opportunities again. Too much time and energy was being wasted discussing budgets, funding and the future in general.

We have expanded our number of instructors by 3 since the grant was started. Our college replaced a part time instructor who resigned in June. We will be using funds from the Challenge Grant to support the new instructor as he seeks to grow our program and to enhance our FBM presence in the community.

The hiring of new instructors that have brought new communication and technologies with them that can be used in the program.

We have been developing our programming in Farm Succession and Farm Transfer. Programming has been well received.

Increased collaboration between FBM and related on-campus programs.

Part time adjunct faculty are hired in underserved areas to jump start those areas into full time eventually.

Nothing that I am aware of.

I think we are providing more informative programs and focusing on the future instead of focusing time on justifying our programs. I am excited on what we can offer in other areas such as the drones.

not sure

We are looking at group programming opportunities. We are also looking into how drones fit into agriculture and what our educational role is with them.

Utilizing some different techniques to work with our students from further distances away.

we're offering a marketing class, stay tuned for more in the future

Our college was able to hire 2 new instructors to fill a region that was not being served prior to the grant. These new instructors bring some unique experiences to the table that will benefit our entire FBM group as well as the region that they will be serving.

Unknown

Stronger support has been coming from all of our FBM stakeholder groups have helped in getting the Challenge Grant funding.

Putting on classes for potential students

I'm not sure.

Adding instructors to fill a need due to large numbers of underserved areas

a more positive attitude for FBM and it is too bad we don't get any funding when we did so much lobbying even at the D.C. level

More workshop offerings.

New instructors hired and mentoring of them.

More resources are available to work with.

technology has improved

They have already hired a new instructor!

nothing yet that I know of, wait and see

see above

Having new instructors to share information and to have a greater team to assist us as a whole.

We are planning to provide online courses along with UAV programs.

Our Dean of FBM has been able to develop a bond with the administrators that is as strong as any I have seen in my time at the college. This is a result of extra effort on his part and the availability of the grant. It is my opinion that college administrators look at the FBM program with a growing confidence that the program state-wide is NOT in a downward spiral and that support for the program is long term.

We now are talking about a future positively and hiring new people.

Not sure

We are offering more classes on campus dealing with Farm Transition. Also, offering other classes that are of interest to students.

Nothing. Our dean does not want to rock the boat and so we stay status quo. In some ways that is good and some ways we could be doing so much more as a center. I think they gray cloud of the center funding coming to a crossroad after the 3 year guarantee, they don't want to do anything major.

Adding new instructors

We are expanding agricultural offerings at our college and have allowed an expanded mentorship for transitioning instructors

Is there anything that would help you, as an instructor, be better equipped to do your work?

Response	Percent Frequency	Frequency	Cumulative Frequency
Yes	65.91%	29	29
No	34.09%	15	44
Total	100%	44	44

n=44

If yes, what would be helpful (to better equip you for your work)? n=29

Training and equipment for doing over the computer live distance teaching with the students.

Access to the FBM curriculum databank, formerly known as WIDS. This would increase the ability to offer more educational programming through the collaboration of "not recreating the wheel" each time.

More technology training concerning software and utilizing the internet for student contact. Use of technology to be more efficient.

I feel some work could be done to develop software and online tools that would allow an instructor to work with more farmers and speed up both their accounting process and the yearend financial statements.

Support staff to assist with enrollments / billing and analysis.

Continued legislative financial support for FBM to help meet the needs of Minnesota businesses with our unique one to one delivery model working with each businesses actual financials and unique goals.

Continued training in technology and other aspects of business management. We also need to be able to be more flexible in offering credit courses to non-full time students at reasonable rates... those that can benefit from our educational offerings but may not fit the mold of a traditional, full time farmer.

I think the loss of a state director of the FBM program has been a critical loss - and one that has received little attention. The FBM program has been credited with being one of the few Minnesota State College programs that maintains a statewide mission and curriculum. That outcome was achieved through a great deal of leadership and collaboration from the past structure of a state director and regional leadership. The reinstatement of this position - I think would be a positive for me as an instructor and the future of the program.

Administrative assistant time during peak times of the year.

Support staff to handle all the time I waste registering students, putting together mailings, etc. Things that take time away from educating current student load or working with additional students. We need to work more efficiently moving forward to allow us enough time to reach our students.

keep conferences available and mentor programs

I would like to start hosting more student meetings in my office. However, access to my office is an issue and student acceptance of this is an issue. If I can make the experience of meeting in my office for the student better, I believe it will help my program.

Professional development is always beneficial. Increased access to technology and software beyond FINPACK and an accounting package would also be beneficial.

Better utilize the instructional technology tools available.

Student recruitment help

There is technology that would be helpful if the lawyers would let us use it. Communications software is one example.

More hours in the day.

More in depth practical training of accounting practices, lending policy, and a better FINPACK program. It is a shame that FINPACK is not more user friendly considering its tenure.

Tuition help for dairy farmers.

We must always maintain new technology training in the ag field if we want to understand and assist in proper farm business management instruction. this is always a task but MAAE and the two centers have been great at completing this enormous challenge

To have a more involved dean specifically for FBM that could support our program needs.

Knowing the tuition costs well in advance and the continuation of the grants

As farmers get bigger, employee management seems to be something we all need improvement on.

I look forward to the FBM Challenge Grant continue with the positive effects it has provided to the colleges, stake holders and students.

More professional development opportunities.

Time management

Technology. Having good up to date computers and not having to beg for one while the current one is dying would be really nice. It seems that getting updated technology is always a struggle for our college. Seems silly when our students are constantly looking and buying the newest technology out there and we come with outdated and non working computers.

A scholarship for needy students

I would like an iPad with all my programs accessible

To what level do your farmers...

To what level do your farmers	Not at all	Some	Quite a Bit	A Lot	Don't know	Total
	Percent Frequency & (Frequency)	Percent Frequency & (Frequency)	Percent Frequency & (Frequency)	Percent Frequency & (Frequency)	Percent Frequency & (Frequency)	Percent Frequency* & (Frequency)
...feel financially stressed?	0.00% (0)	17.78% (8)	37.8% (17)	44.44% (20)	0.00% (0)	100.02 (45)
...use information gained from participating in the farm business analysis program?	0.00% (0)	6.67% (3)	37.78% (17)	55.56% (25)	0.00% (0)	100.01 (45)
...make more informed management decisions after participating in the farm business analysis program?	0.00% (0)	4.44% (2)	22.22% (10)	73.33% (33)	0.00%(0)	99.99 (45)

*n=45 *= totals do not equal 100% due to rounding*

Participating in the Farm Business Management program has...

Participating in the FBM program has	Not at all Percent Frequency & (Frequency)	Some Percent Frequency & (Frequency)	Quite a bit Percent Frequency & (Frequency)	A lot Percent Frequency & (Frequency)	Don't know Percent Frequency & (Frequency)	Total Percent Frequency & (Frequency)
...improved your farmers' ability to provide information required by lenders.	0.00% (0)	2.22% (1)	6.67% (3)	91.11% (41)	0.00% (0)	100% (45)
...helped your farmers' businesses be more successful.	0.00% (0)	4.44% (2)	28.89% (13)	66.67% (30)	0.00% (0)	100% (45)

n=45

Are there any indicators shared by your FBM students that reflect how the FBM program has influenced their farm profitability? If so, please explain. *n=44*

Increased rate of return on assets

Reduction of personal stress for FBM students by making profitable beak even decisions in their farm businesses. Also, confidence in their records being accurate, and all paperwork correct and easily able to answer lenders questions, as well as, provide required paperwork.

Testimonials concerning money saved, mistakes eliminated, tax planning to manage the income tax liability are the most common.

Many positive comments as well as their lenders

Yes. The ability to have access to detailed and accurate information about their business and run cash flow scenarios showing how a decision changes the farms finances is critical.

Transition plans are essential - we work diligently on this process

They continue to refer their peers into my program. The basis of the referral is typical tied improving their financial performance.

I have not held the position long enough to have a good idea of the impact the FBM program has had on my students' farm profitability.

The simple fact that we have numerous students who continue to enroll for 20 to 30 years, because they know the value of calculating their breakeven cost of production and knowing their business ratios and accrual profitability which changes from year to year.

Lenders use our data to make farm financial management decisions.

Peer recommendations from our students to others that they do business with. If they are recommending us to others, we are positively influencing them.

I know many of my farmers would not have been able to secure funding for their farms had they not been in the program. Additionally, by pointing out where they are excelling and falling short, the farm is able to make the changes so that they can meet their individual goals.

Trends identified within their analysis.

The fact that farms continue to participate - pay the enrollment - each year. Roger Watke, HyPerformance Works trainer states it so well. "It is a value equation. The farmer will invest in = the perceived value of the investment / what the investment costs. When the value is higher than the investment, they will buy in.... This is a key indicator. I am honored that FBM students continue to invest in me and the FBM program.

No

They continue to sign up and show confidence and trust in me.

We use a student assessment tool every spring that asks students to list a specific dollar value they feel FBM education has brought to their operation. I have had more than a handful answer \$5000- \$15,000 most years.

Many have commented on how much easier it is to speak on the same level and using same terms as the bank. This makes it easier to obtain credit and have the capital available to take advantage of profitable opportunities. Others commented it is to know their "numbers" so they can market more profitable and know what their breakevens are confidently.

Marketing and getting information on programs. I seemed to be asked what if I did this in my farming operation is this the right thing for me to do? We are able to run Cash Flows the reflect the changes and the student is able to make a more informed decision on what to do.

Yearlong cash flow monitoring has become an important part of my program. My farm families know where they stand financially all year long rather than once a year with the Finan. It helps with marketing, capital purchases, tax planning, and with general financial stress. Knowing is better than not knowing in their minds.

I hear from many of them that they don't know how they would be able to make decisions without the info we give them. Some are shocked to see how rough of a year they had in 2015 and they now made a conscious effort to follow their plan in 2016.

Most students use the information to: 1. Compare their enterprise data to their peers 2. Measure their progress over time (increase in earned net worth) 3. As a tool to communicate with their lender

While it is very difficult to place a value on something as intangible as an education, we do ask our students every few years to complete a survey on the Farm Business Management program core competencies and how they are progressing on their educational path. The last question on the survey is: "What was the financial impact in dollars of the learning experience that you had as a result of enrolling in FBM this past year? Last spring I had 15 students complete this survey. The lowest response was \$2700, and the highest response was \$150,000. The average response was \$31,000. The median response was \$10,000.

By completing the enterprise analysis information has helped him find thousands of dollars of over billed crop inputs charged to his account. Without FBM he says he would have never found the error.

We have provided information on their cost of production

Anecdotal accounts of how they would feel inadequately prepared without having had FBM education.

Knowing cost of production allows them to market grain easier, also benchmarking against their peers allows them to set goals to keep expenses in check and compare their own results

I have farmers tell us we are the most important office in the community to help keep farmers going. We help keep the small towns going with the farmers buying their local imports locally.

Marketing improves.

No

Recently the most valuable service I have provided to the farmers and their lenders is to help put together the financial statements needed to allow them to refinance and continue their farming operations. They do spend more time studying their financial data when times are tight.

In the future it would be interesting to see if the department of ag and mediation rates are better with our group or equal with our group or worse with our group

Basically they tell me that we could not achieve our goals as well without my help.

They find the information very valuable and like our unbiased opinion

This coming year, there will be a lot of need to help refinance loans and tighten up crop and livestock budgets. Those in my FBM program really appreciate being able to run FINFLOs and FINLRBs to look into their futures. It alleviates a lot of unnecessary worry as they are still in complete control despite lower commodity prices and steady expenses. The planning also helps avoid making financial mistakes.

I was surprised how much value the 7-10 farms put on the FBM/FINBIN/ comparative information via the U of MN Center survey. Most were in that \$10,000 plus range. I'm going to be using it a lot more than I used too even if its later in the year/summer before you get to meet with them all cause information is not out until spring work begins. Doing our SCC assessment does and shows the same thing.

Many of the farmers I am working with would not be farming today if they would not have been enrolled with FBM.

We had 30 plus students attend a class session recently and they completed the bench marking survey from the Center for Farm Financial Management. One of the questions referenced the additional profitability they felt was added by being part of the program. Their reported average increase was \$5,000 to \$10,000 annually.

Many farmers have said that they would not be farming if not for the FBM program.

The indicator that they stay enrolled must be worth at least \$1763.

They use the analysis to help benchmark. They use these benchmarks to determine where they can become more profitable.

There are some now that state they would not be farming if we didn't come in and help. When times are really tight in cash flows they tend to listen very intently knowing that we see the numbers and follow our opinions and suggestions. Lenders see and know what we do. I have picked up 3 new students from lenders as a result of the right economic times.

Many students have said without the FBM they would not still be farming

Mostly just stories on successes and financial efficiency

How have your farmers/students benefitted from the FBM Challenge Grant program? *n=45*

Better quality Instruction

More instructor availability and programming available.

Being able to focus on them instead of college financial issues.

More instructors to cover service area

The current students should not see a big change. Just the stability to know we will be here for the long haul.

receive more of my dedicated time

It has reassured them of the commitment the State of Minnesota has to the FBM program.

We have gained more instructors statewide.

Able to continue enrollment at a cost effective level. There is a limit as to what a person will pay for anything regardless of what it is or how valuable it may be.

They have gained a greater and in-depth knowledge of their financial situation.

Yes.. our focus could shift back to program improvement rather than efforts to just keep the program "alive"

Through increased exposure to outside speakers and knowledge base of FBM Instructors.

The grant has kept the program viable so we are around to help them.

Beyond my advisory board, the farmers themselves may not be aware of the FBM challenge grant program. They only know that the program is still available to them.

My farmers/students tell me regularly that the program is very valuable to them

Stable tuition without an unfair surcharge. FBM instructors that are equipped with the needed technology to perform.

Not sure.

The farmers have benefited by being able to afford the program. Specifically the financially stressed farmers. The ones that need the education the most. It has allowed us to be more accessible to a broader range of farms. Especially the smaller farms that tend to be less profitable and need our information the most.

They benefit by continuing to get a quality program based on their farm.

I am still here. I am afraid that without the grant, we would have been laid off or moved to a format that

wouldn't be desirable for the student or the instructor.

Not that I am aware

They are getting more timely information and correspondence with another person in our office.

1. Increased access - more support and an increase in instructors has allowed for an increase in access to FBM programming. 2. Increased certainty - many of my students were aware of the financial difficulties that the program was facing.

Confidence that the FBM program will continue, and they will continue to afford the tuition.

Maintaining tuition has been important to many. Sometimes we train them to well on concepts of cost containment by each expense that pay.

Provided extra instructor

I can't quantify an answer.

Students benefit from the instructors being supported and added by colleges due to the grant

With the tuition buy down during these trying times.

By having one here to service them.

?

The funding has allowed their tuition to be kept affordable and the FBM program to be more stable. It has also benefitted area banks by the farmers providing accurate financial statements and then us to work with the lenders and farmers as most farms have had their operations refinanced in the past year

At this point in time I cannot point to a specific case but statewide I am confident there will be a positive impact. If five farms are saved and those farms roll their money into the local economy the grant money has already paid for itself twofold.

Indirectly they can be more confident in the future of the program and it has probably kept fees lower.

program becomes more affordable

More enrolled, more completing FINANs.

Yes

Instructors are able to get updated information and resources which are then provided to the students.

New students are no longer on the dreaded waiting list to enroll. Current (not new) student have benefitted with the improved facilities that we have to offer. With three instructors working out of one office, though we have students that are our primary contacts, we often work together as instructors in problem solving and students appreciate the additional perspective provided with the additional instructor.

Same as below.

The student still have a program that emphasizes goal setting, the identification of resources, records management, business analysis and interpretation.

Having FBM available to them. It is a very useful tool in their farms success.

They were relieved when they found I could keep my job. They were very worried that they were not going to be taken care of, especially with a reduction of instructors. They knew they would not be able to go with another instructor as all of their programs were full.

Allowed us to replace retiring teachers

It has kept costs very reasonable

How has Minnesota agriculture benefitted from the FBM Challenge Grant program? *n=45*

Enhanced continuing training

Many farms are in financial stress over the past 4 years. This FBM challenge grant has helped MN agriculture by making accessibility to resources and instructors more available to the producers. Also, it is an excellent collaboration with the farming community.

Helped make the FBM Program more available to farms because of the increase in instructors.

More enrolled in FBM

Growing the program increases access for all farmers and a larger database provides benefits for all.

More instructors to serve/educate producers.

It has allowed the industry to receive the resource of a dedicated group of FBM instructors.

Increasing the number of students we work with will generate more farm financial data each year.

Has allowed us to continue the greatest database of farm information in the world and has actually allowed us to start to re-expand the program state-wide with some new FBM hires.

More profitability on Minnesota farms.

We have added instructors that would most likely not be there if the grant wasn't in place.

The FBM Challenge grant has given colleges the confidence to support their FBM programs. Our programs will be in strong demand in the upcoming years with the change in agriculture.

Has kept FBM available to farmers within the state. Thus, putting MN agriculture in a better financial position.

To the level that the FBM program is important to the well being of MN farms, I think agriculture has benefitted.

Minnesota farmers are increasingly relying on FBM for their information, and the challenge grant is keeping more instructors in the state, thereby improving outreach to an increasingly underserved group.

More opportunity for farmers to enroll in FBM

Most certainly!

I believe we are the only source of unbiased agricultural financial information still available. We provide ground roots numbers that are very valuable to Minnesota agriculture. In addition I believe we help keep the huge economic engine that is agriculture in Minnesota healthy. We help keep smaller farms viable which is vital to rural Minnesota communities.

The state continues to have farmers producing product even with the tight margins. Farmers are able to operate knowing what their break even prices are and how to better themselves using historical data.

FBM as a whole is still here and gaining strength. As we move into a farm crisis, farm families will need access to an instructor to learn what they need to survive. I am thankful we are increasing instructor numbers and are seeing retirements replaced. These two facts might be the most significant result of the grant.

I would think they would if we are able to hire new instructors and be able to work with more of them.

there is greater capacity to work with farms in these financially stressful times

Increased access - there were regions in the state that did not have adequate access to FBM programming.

More opportunities for students to enroll as there are more instructors, and tuition can continue at affordable levels. Producers can make more timely and informed decisions that will positively impact their business profitability. When the largest businesses in a rural community prosper, everyone prospers.

By adding six new instructors statewide this past year and have been able to replace last year retirees has been huge. Hundreds of additional farmers will be able to be provided financial assistance for several years as a result of the FBM Challenge Grant program.

Provided activities for farmers/students

I cannot judge from my limited experience regarding statewide benefits.

The financial analysis book completed yearly is widely used by Ag Lenders with FBM and non FBM producers

keep producers on the land

More tax revenue.

More instructors to deliver service.

The grant has provided stable funding for FBM programs which has allowed us to work hand in hand with the farmers and their financial institutions to refinance their operations and provide accurate financials to satisfy the needs of their lending institutions.

I believe the more people that participate in FBM and benchmarking the better chance those producers and managers have to succeed in their future I

It has helped keep our current FBM instructors and add new ones who will be critical in helping farmers through this current financial downturn and into the future.

a good farm economy is good for all

More FINANs

Allows for greater access and coverage by each college.

The farmers along with FSA and lenders depend on FBM resources to help make management decisions.

Increased profitability levels for individual families which in turn strengthens local communities. Increased positive relationships and support from financial institutions. We are recognized by lenders and FSA as having the ability to add increased confidence in the financial numbers. Reduce the amount of increased stress due to narrow agricultural margins for rural communities. Provide a communications bridge to the general public reflecting not just the bad financial times but the times of increased profitability as well.

Farmers are still farming because of it.

The MnSCU Farm Business Management (FBM) program is extremely important to the state's farm economy.

Increased number of FBM instructors and replacement of existing retirees.

This could not have been a better time to start adding instructors. Ag lenders have commented to me a number of times how relieved they are to have more of us on board to help with their needs as well. When times get tough, the need for us increases drastically. We would probably not be able to take on more students if we wouldn't have had the opportunity to increase the number of instructors across the state.

Kept the program viable

All MN agriculture and agricultural commodity groups to benefit from the financial data and analysis

Please share any final thoughts about Farm Business Management or the FBM Challenge Grant program. *n=35*

It is a very good program

Please work with the Deans and instructors to keep the program going. If it goes away due to not meeting a certain benchmark in the guidelines, it will either increase costs to the students (again) to be in the program ,which many can't afford, or decrease the number of instructors that are available to work with farm student. MN FBM has always been progressive and a leader in the nation, this grant is helping to keep MN FBM and agriculture strong and moving forward.

The grant is focused on full time enrollees (10 credits) of the FBM program. We still need to figure out how to serve the small farms that need help and that the tuition cost per acre is prohibitive at a full time rate. The MDA grant has helped somewhat with this. I still get the feeling that FBM is kind of a best kept secret across MN Agriculture, in that many farms are not aware of the program.

Thank you to MAELC and the state legislature for your support of FBM in Minnesota.

Work to change the assessment and not penalize colleges for goals that should not have been used as criteria.

It is my sincere hope that our deans and our FBM colleagues respect the opportunities the Challenge Grant offers us and are committed to meeting the goals that we are expected to meet to receive full funding of the Grant.

I think the challenge grant should be monitored on a statewide basis and leave the evaluation of individual college programs and instructors to the local administration of the colleges as they know what we are doing and work alongside us and can better assess if we are all doing a good job for the local community and state. There are unique situations that arise all the time that can affect an individual college from attaining some pre-set guidelines by somebody outside of the college. Examples are: instructor retirements, leaves of absences, illness, accidents or other health concerns of an instructor. FBM is not like liberal arts classes where if an instructor has to be absent with a health issue you can simply plug in an adjunct instructor and carry on with the class. In most cases, with the confidentiality of farmers financials, etc, if an instructor is on a leave or is sick, they simply will wait to re-enroll until that instructor is back to health to work with them again. These are reasons why a college may not meet certain pre-set guidelines even though 90% of the faculty are doing an exceptionable job!

We will need a lot of support as FBM instructors during the current and future farm financial crisis.

We need to recognize and realize that the need for our education needs to meet the needs of the students, not our programs determining or telling what the student needs.

Thanks much!

Thank you! The Challenge Grant Program has been a success.

Thanks for getting it accomplished.

I just feel as an instructor the Challenge Grant gave me the feeling that there are people who support our profession more than ever by investing in this. People who aren't even are students that see firsthand what FBM is all about.

The challenge grant is a win-win for all involved. The student/farmers win, the communities of rural Minnesota win, the colleges retain more enrollment, and the state wins with a more diverse agriculture. There is also more education available at an affordable rate for all farm families as they go through a challenging

time in Minnesota agriculture.

Thank you for all your work.

This grant is critical to the longevity and success of the program. Please, keep reaching out to instructors when you need something. I am always happy to help!

I think this grant program is a great idea-it greatly relieves the pressure on the schools when trying to grow their program.

The Challenge Grant has filled a much needed gap in funding for the FBM Program. There is significant need for the FBM program around the State! As we progress in this process, I would rather see continued growth in the number of new instructors rather than a growth in credits per instructor. Many of us are reaching a point at which we would prefer not to add many more new students to our roster as it could reduce the amount of time that we have for our current students.

I just want to thank everyone again that had anything to do with receiving the FBM Challenge Grant

The FBM Challenge Grant has a God send to the FBM program. Without it, several areas of the state would be void of access to the program, and the overall value of the Minnesota Database could have been compromised.

Farmers are going to need FBM in the upcoming months and year ahead

It is good to continue to strive for better educational opportunities for the farm sector of our society. We cannot save the entire rural community as we know it, but perhaps we can slow its demise.

Very beneficial program to not only the students in the program but also the area Ag Lenders and ag businesses. Allows students to make more educated decisions to help grow and maintain the likelihood of profitability.

We are going into very trying times for agriculture. We have very low milk, beef and grain prices and we are spending more time working out financial solutions to keep producers going!

I would like to thank the MAAE for getting this done.

Keep the mentoring. It is critical.

The challenge grant program came into effect just in time to better assist the state producers who are in financial distress...Most likely you won't hear it from them but I say Thank You for them...

I want to thank our legislators for their foresight and pledge that I will do my best to offer a quality program experience for my students that will provide a good return on the investment of our citizens to support our quality of life in Minnesota.

If anything needs to be changed for the betterment of all involved (farms, college, instructor) then it should be changed

It was greatly needed and appreciated.

Though the intent of the challenge grant was to strengthen FBM instruction, it is my opinion that additionally it may provide a potential bridge of communication between rural and metro Minnesota, not solely in the legislature but with the general public. It has done much to impact the stability of the program in the eyes of most local colleges.

Thanks for doing it.

Thank You

Excellent program.

I think it was critical for the current and future success of farm management in Minnesota

Appendix I

College Interim Progress Report Highlights

An interim progress report was required from the colleges the following includes highlights from their reporting in FY16

Farm Business Management Challenge Grant - Progress Report Update

All colleges submitted a Farm Business Challenge Grant progress report by July 15, 2016. Each program is making strides towards meeting each Challenge Grant parameter; however 5 of the 8 are not meeting the “Grow current FBM student credit numbers by 2%” parameter. This information is only to provide an update on the progress made towards meeting the Challenge Grant parameters. It has no effect on final 25% grant payments. Final determination of successfully meeting all parameters will be based on FY17 data submitted in the final report. Please note the final report deadline has changed to July 7, 2017 to allow colleges to provide the most accurate student and faculty data.

Alexandria

Challenge Grant Parameter	FY15	FY16	Met/Not Met
Maintain current number of credentialed FBM instructors under a MSCF contract <i>*No instructors not under MSCF contract</i>	1 – Full Time 0 – Part Time 1 – Total Instructor	1 – Full Time 0 – Part Time 1 – Total Instructor	Met
Grow current FBM student credit numbers by 2% (collegewide, not per instructor)	457 Credits Sold	491 Credits Sold	Met (7%)
80% of eligible students are enrolled as full time FBM students (10 credits per year) <i>**If college is below this number based on FY15 student credit numbers, they must show 2% growth towards meeting this criterion</i>	32 – Full Time 23 – Part Time 55 – Total	47 – Full Time 11 – Part Time 58 - Total	Met (81%)
80% of full-time students in the FBM program complete a FINAN analysis (whole farm at a minimum) and submit to the Minnesota statewide database		49 Whole Farm	Met (104.26%)
Local college encourages professional development for new FBM instructors (less than 4 years of FBM experience) by supporting them in the Professional Excellence Program (PEP) for early career mentoring	0	0	N/A

Central Lakes

Challenge Grant Parameter	FY15	FY16	Met/Not Met
Maintain current number of credentialed FBM instructors under a MSCF contract <i>*No instructors not under MSCF contract</i>	4 – Full Time 1 – Part Time 5 – Total Instructors	5 – Full Time 0 – Part Time 5 – Total Instructors	Met
Grow current FBM student credit numbers by 2% (collegewide, not per instructor)	1,959 Credits Sold	1,881 Credits Sold	Not Met <i>*Need to sell 1,998.18 credits in FY17 to meet this parameter</i>
80% of eligible students are enrolled as full time FBM students (10 credits per year) <i>**If college is below this number based on FY15 student credit numbers, they must show 2% growth towards meeting this criterion</i>	90 – Full Time 219 – Part Time 309 – Total	96 – Full Time 185 – Part Time 281 – Total	Met (2% growth)
80% of full-time students in the FBM program complete a FINAN analysis (whole farm at a minimum) and submit to the Minnesota statewide database		204 Whole Farm	Met (212.50%)
Local college encourages professional development for new FBM instructors (less than 4 years of FBM experience) by supporting them in the Professional Excellence Program (PEP) for early career mentoring	2	2	Met

Minnesota West

Challenge Grant Parameter	FY15	FY16	Met/Not Met
Maintain current number of credentialed FBM instructors under a MSCF contract <i>*No instructors not under MSCF contract</i>	7 – Full Time 4 – Part Time 11 – Total Instructors	8 – Full Time 4 – Part Time 12 – Total Instructors	Met
Grow current FBM student credit numbers by 2% (collegewide, not per instructor)	3,839.40 Credits Sold	3,928.90 Credits Sold	Met (2%)
80% of eligible students are enrolled as full time FBM students (10 credits per year) <i>**If college is below this number based on FY15 student credit numbers, they must show 2% growth towards meeting this criterion</i>	231 – Full Time 330 – Part Time 561 – Total	247 – Full Time 319 – Part Time 566 – Total	Met (2% growth)
80% of full-time students in the FBM program complete a FINAN analysis (whole farm at a minimum) and submit to the Minnesota statewide database		315 Whole Farm	Met (127.53%)
Local college encourages professional development for new FBM instructors (less than 4 years of FBM experience) by supporting them in the Professional Excellence Program (PEP) for early career mentoring	2	3	Met

Northland

Challenge Grant Parameter	FY15	FY16	Met/Not Met
Maintain current number of credentialed FBM instructors under a MSCF contract <i>*No instructors not under MSCF contract</i>	6 – Full Time 1 – Part Time 7 – Total Instructors	6 – Full Time 1 – Part Time 7 – Total Instructors	Met
Grow current FBM student credit numbers by 2% (collegewide, not per instructor)	3,394 Credits Sold	3,064 Credits Sold	Not Met <i>*Need to sell 3,461.88 credits in FY17 to meet this parameter</i>
80% of eligible students are enrolled as full time FBM students (10 credits per year) <i>**If college is below this number based on FY15 student credit numbers, they must show 2% growth towards meeting this criterion</i>	234 – Full Time 184 – Part Time 418 – Total	223 – Full Time 140 – Part Time 363 – Total	Met (2% growth)
80% of full-time students in the FBM program complete a FINAN analysis (whole farm at a minimum) and submit to the Minnesota statewide database		316 Whole Farm	Met (141.70%)
Local college encourages professional development for new FBM instructors (less than 4 years of FBM experience) by supporting them in the Professional Excellence Program (PEP) for early career mentoring	2	0	N/A

Ridgewater

Challenge Grant Parameter	FY15	FY16	Met/Not Met
Maintain current number of credentialed FBM instructors under a MSCF contract <i>*No instructors not under MSCF contract</i>	8 – Full Time 0 – Full Time 8 – Total Instructors	8 – Full Time 0 – Full Time 8 – Total Instructors	Met
Grow current FBM student credit numbers by 2% (collegewide, not per instructor)	3,590.50 Credits Sold	3,051.50 Credits Sold	Not Met <i>*Need to sell 3,662.31 credits in FY17 to meet this parameter</i>
80% of eligible students are enrolled as full time FBM students (10 credits per year) <i>**If college is below this number based on FY15 student credit numbers, they must show 2% growth towards meeting this criterion</i>	277 – Full Time 229 – Part Time 506 – Total	251 – Full Time 185 – Part Time 436 – Total	Met (2% growth)
80% of full-time students in the FBM program complete a FINAN analysis (whole farm at a minimum) and submit to the Minnesota statewide database		258 Whole Farm	Met (102.79%)
Local college encourages professional development for new FBM instructors (less than 4 years of FBM experience) by supporting them in the Professional Excellence Program (PEP) for early career mentoring	0	2	Met

Riverland

Challenge Grant Parameter	FY15	FY16	Met/Not Met
Maintain current number of credentialed FBM instructors under a MSCF contract <i>*No instructors not under MSCF contract</i>	8 – Full Time 1 – Part Time 9 – Total Instructors	9 – Full Time 0 – Part Time 9 – Total Instructors	Met
Grow current FBM student credit numbers by 2% (collegewide, not per instructor)	4,375 Credits Sold	4,239 Credits Sold	Not Met <i>*Need to sell 4,462.50 credits in FY17 to meet this parameter</i>
80% of eligible students are enrolled as full time FBM students (10 credits per year) <i>**If college is below this number based on FY15 student credit numbers, they must show 2% growth towards meeting this criterion</i>	357 – Full Time 135 – Part Time 492 – Total	355 – Full Time 117 – Part Time 472 – Total	Met (2% growth)
80% of full-time students in the FBM program complete a FINAN analysis (whole farm at a minimum) and submit to the Minnesota statewide database		321 Whole Farm	Met (90.42%)
Local college encourages professional development for new FBM instructors (less than 4 years of FBM experience) by supporting them in the Professional Excellence Program (PEP) for early career mentoring	0	0	N/A

South Central

Challenge Grant Parameter	FY15	FY16	Met/Not Met
Maintain current number of credentialed FBM instructors under a MSCF contract <i>*No instructors not under MSCF contract</i>	12 – Full Time 0 – Full Time 12 – Total Instructors	13 – Full Time 0 – Full Time 13 – Total Instructors	Met
Grow current FBM student credit numbers by 2% (collegewide, not per instructor)	5,338 Credits Sold	5,328 Credits Sold	Not Met <i>*Need to sell 5,444.76 credits in FY17 to meet this parameter</i>
80% of eligible students are enrolled as full time FBM students (10 credits per year) <i>**If college is below this number based on FY15 student credit numbers, they must show 2% growth towards meeting this criterion</i>	462 – Full Time 120 – Part Time 582 – Total	498 – Full Time 86 – Part Time 584 – Total	Met
80% of full-time students in the FBM program complete a FINAN analysis (whole farm at a minimum) and submit to the Minnesota statewide database		525 Whole Farm	Met (105.42%)
Local college encourages professional development for new FBM instructors (less than 4 years of FBM experience) by supporting them in the Professional Excellence Program (PEP) for early career mentoring	2	3	Met

St. Cloud

Challenge Grant Parameter	FY15	FY16	Met/Not Met
Maintain current number of credentialed FBM instructors under a MSCF contract <i>*No instructors not under MSCF contract</i>	2 – Full Time 0 – Part Time 2 – Total Instructors	2 – Full Time 0 – Part Time 2 – Total Instructors	Met
Grow current FBM student credit numbers by 2% (collegewide, not per instructor)	928 Credits Sold	954 Credits Sold	Met (3%)
80% of eligible students are enrolled as full time FBM students (10 credits per year) <i>**If college is below this number based on FY15 student credit numbers, they must show 2% growth towards meeting this criterion</i>	95 – Full Time 29 – Part Time 107 – Total	89 – Full Time 15 – Part Time 104 – Total	Met (85.58%)
80% of full-time students in the FBM program complete a FINAN analysis (whole farm at a minimum) and submit to the Minnesota statewide database		83 Whole Farm	Met (93.26%)
Local college encourages professional development for new FBM instructors (less than 4 years of FBM experience) by supporting them in the Professional Excellence Program (PEP) for early career mentoring	0	0	N/A

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