Program Level Outcome (PLO) Assessment Report Summary

Program Level Outcomes for Agriculture Business Emphasis:

Upon successful completion of the Agriculture program, a student should be able to:

1. demonstrate problem-solving techniques and critical thinking skills while engaged in job situations.
2. prepare and deliver business documents and use math skills in appropriate form, format, and language essential for career success in an agriculture business setting.
3. demonstrate professional and personal development of work habits and safety practices.

ABT Program in Agriculture with an emphasis in Ag Business

These assessments are based on SLO data from Fall 2013.

- PLO #1 is supported by the courses ABT-49, ABT-52, ABT-53, ABT-54, ABT-57, ABT-58, ABT-90, and ABT-92. Of these, the courses offered and assessed in Fall 2013 are ABT-49, ABT-57, ABT-90 and ABT-92.
- PLO #2 is supported by the courses ABT-49, ABT-52, ABT-53, ABT-54, ABT-57, ABT-58, ABT-99, ABT-110, and ABT-160. Of these, the courses offered and assessed in Fall 2013 are ABT-49, ABT-57 and ABT-110. (ABT-99 was offered but not assessed.)
- PLO #3 is supported by the courses ABT-99, ABT-110, and ABT-160. Of these, only ABT-110 was offered and assessed in Fall 2013. (ABT-99 was offered but not assessed.)

Courses being offered and assessed in Spring 2014:

- PLO #1: ABT-53, ABT-58, ABT-90 and ABT-92
- PLO #2: ABT-53, ABT-58, ABT-99 and ABT-110
- PLO #3: ABT-99 and ABT-110

What we looked at: (Steven Triano and Sonia Arteaga)

We assessed SLOs for ABT-49, ABT-57, ABT-90, ABT-92 and ABT-110. This includes courses that support all three PLOs. In addition to the individual SLOs and their relation to the PLOs, we also looked at the relevance of the data as being measured.

What we found:

Overall, we found that the student success rate is meeting or exceeding the targets for each individual course assessed. In addition, the SLOs are generally well aligned with the PLOs. In some cases, the assignments used to assess the SLOs are adequate to assess the SLOs, but could be revised slightly to improve the assignment and/or rubric (ABT-49 and ABT-57). In other cases, the SLOs themselves need to be re-evaluated and rewritten (ABT-57 and ABT-92). Finally, there are areas that we believe would be improved with more effective student services (see below).

What our next steps are:

1. Revise assessments:
2. Revise teaching methods:
   - Add more basic math assignments to ABT-90, 92 and other courses that require those fundamental skills.
   - Add content to distinguish between the writing methods for true research papers and scientific review papers for courses that have a term paper (scientific review) requirement (ABT-92).
   - For ABT-110, consult other faculty for ideas to improve student motivation. Students must see the value of the Portfolio Assignment (more than just a grade). Some students never seem to get started, and I am at a loss how to reach this part of the student population.

3. Revise SLOs:
   - ABT-57 and ABT-92
   - Others as identified?

4. Revise PLOs:
   - The wording of the PLOs is close, but there is room for improvement.
   - A draft of the proposed PLOs is in the file ABT_course_SLO_PLO_CC-01-29-2014.xls.

5. Improve Student Services:
   - We should have a series of staffed open lab hours at the Alisal Campus for students to practice with the applications, do their homework and get their questions answered.
   - Consider 1-unit computer lab courses that are designed as supplemental to existing ABT, CSS and BUS offerings.
   - We need improved tutorial services for our classes that includes computer skills, math skills, writing skills and course-specific topics as appropriate.
   - Encourage and reward student-led study groups (incentives? wage? infrastructure?)