Department Information

Overview - Directions

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<tr>
<th>Program/Discipline</th>
<th>Date Submitted to Dean (Deadline by 4/27/18)*</th>
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<td>Agriculture and Business Technology</td>
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List of Contributors

<table>
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<tr>
<th>Name</th>
<th>Title/Position</th>
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<tr>
<td>Aileen Rickert-Ehn</td>
<td>Ag Business Instructor</td>
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Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments. This question has not been answered yet.
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

As the "Instructions" mention that the Program Award Tool is in the vetting process and noted that it will let us know when it is available, I cannot comment on the historical trends and insights. The program as a feeder program to agriculture colleges, not only in California but nationally.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

The Alisal counselor has informed them of their college paths to take classes in their major/area. When a student inquires with me about courses, I always refer them to the counselor first but answer questions they may have about classes in the upcoming semesters. There is an outline online of classes too for students to follow for their major or certificate. I also speak with many potential students off campus to let them know what classes are offered in ABT.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?

Not available.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?

For Food Safety, ABT offered more sections in Spring 2018 since there were many waitlisted students. Also, ABT offered it during the day when it has historically been offered only at the evening.
Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

Again, in Spring 2018 ABT offered Food Safety courses during the day as a new option for the students. It worked well.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

For the Food Safety and some of the Ag Business courses, the Panther Lab comes in to go over writing skills, specifically Technical Writing. This worked well as many students do not write this way and it is needed in many Food Safety reports and plans. At the beginning of the semester, I always take time at the end of class to go to a computer lab to make sure everyone can log into Canvas and if not, make sure we get it taken care of so they don't fall behind.

**A.3 Core Outcome III - Transfer**

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?

This question has not been answered yet

What interactions do you have with students about transfer options? Please give examples.

Many students ask about universities in California in Agriculture. I always encourage them to do some research and if they would like, to go and take a tour or set up for them to meet/talk about transferring. A lot of times, students will ask about universities and what their strengths are in agriculture and how they would fit there.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?

Students are given a good breadth of agriculture in ABT.

**A.4 Core Outcome IV - Employment**

Observing the Employment data, what insights do you get from the data in general?

This question has not been answered yet
How and when do you inform students about prospective employment opportunities?
Many employers send emails to ABT or instructors specifically about opportunities. I forward on via the Announcements in Canvas so everyone has the opportunity to view it.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
Curriculum updates are essential - especially in Food Safety. With new rules and regulations in agriculture it is to the benefit of the student for the instructor to also be able to take time to keep up with the agriculture industry changes.

A.5 - Recommendations

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
Clear communication to the students on getting through classes in a timely manner. Making sure classes line up so they can take them sequentially.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?
Communication and education is key between students, faculty and staff.

Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?
Many of the outlined activities from the 2017 PPA are still relevant for success for 2018.