

Executive Summary

(After completing the questions on the next few pages, please replace this area with a written executive summary of the questions that follow, including your data analysis, findings, action plan, and improvements you have already made. This will be the top sheet of your report. This summary should be at least a paragraph, and can definitely be longer if desired.)

In summary, the majority of the CLOs for the Associate's Degree in Agriculture Science are concise and well-written. However there is room for improvement on some of the CLOs and this is discussed in the body of the report. The PLOs for this degree definitely need improvement. They need to be re-evaluated and re-written to reflect the diversity of courses in the AS Degree and to remove some of the emphasis on careers. Upon completion of this review an action plan was developed for implementation this fall semester.

Faculty Included in the Preparation and Sharing of this Report:

(please replace this area with the names of all faculty that helped to prepare and provide input on this report. This includes faculty who were parts of draft discussions and conversations. Ideally, it is all faculty representing the core disciplines making up the degree or certificate.)

Amanda Schnoor, Marlies Boyd, David Baggett, Mike Morales

Please provide a brief and cogent narrative in response to each of the following questions.

- 1) Are the course learning outcomes (CLOs) on your spreadsheet accurate (as of right now), and do they represent the overall purpose(s) of the course(s)? *Please explain why or why not.*

The Course Learning Outcomes on the spreadsheet provided need some improvement however the majority of them are accurate and represent the overall purpose of the degree. The CLOs for Animal Science 220 and Animal Science 200 are excessively long and need to be reevaluated. The CLOs for NR 200 are not properly formatted – this may not be an issue with the actual CLO but more of just a typographical error. AgEc 225 has 9 CLOs and this number is too large. As a department, we have decided that each course should have 3-4 CLOs maximum. Plant Science 200 CLOs are missing and need to be added to the spreadsheet.

- 2) Are the program learning outcomes (PLOs) on your spreadsheet accurate (as of right now), and do they represent the overall purpose(s) of the program? *Please explain why or why not.*

The Program Learning Outcomes need to be written to reflect the broad diversity of courses in the AS Degree rather than the major emphasis specifically on careers. However, PLO 1-3 do describe assessable and measurable knowledge, skills, abilities that students should attain upon completion of this AS degree. PLOs 4 and 5 appear to be missing however they have been evaluated. Amanda Schnoor will research this and report back at the meeting in August.

- 3) How well do the course learning outcomes (CLOs) fulfill, support and align with the program learning outcomes (PLOs)? Additionally, just in terms of the structure, do you think the assessment data from the CLOs can tell a qualitative and quantitative story about the PLOs? *Please explain, and take some time to think through and write about what kinds of PLO analysis your CLO assessments will foster.*

The PLO's for the AS Degree are very general and pertain primarily to career readiness skills. The CLOs are much more specific and pertain to individual outcomes as taught in each course. The CLOs do cover career readiness skills since this program is a vocational program and student must attain specific skills to obtain employment. The PLOs probably need to be expanded to encompass more specific degree oriented skills. The Assessment data from the CLOs doesn't really accurately measure the qualitative and quantitative story about the PLOs. The existing CLOs need to be reevaluated and they need to be revised to reflect more general skills and knowledge that student should have upon completion of the AS degree in Ag Science. PLO analysis should foster a better understanding of areas that students have deficiencies in and areas where they excel. The PLOs should be the final evaluation of student achievement. Right now, the CLOs do not really tell the story about program success and completion. The CLOs just evaluate specific skills in the Ag Science areas such as Animal Science , Ag Business, Natural Resources, Plant Science etc.

- 4) You've mapped your CLOs to PLOs. You've also been provided CLO assessment data in your packet. Now, take some time to reflect on, consider and analyze the data you have. This is not an easy section to complete, and the purpose of this pilot is to generate thoughtful reflection on—and assessment of—PLOs in relationship to our CLO assessment data.

Please look at every CLO data sheet included. Then, analyze, engage and write as much as you can, addressing the following question: **what does your CLO data tell you about each of your PLOs? Be detailed, descriptive and analytical.**

As you consider this question...

- Discuss what kinds of trends you see in the data provided, and provide a qualitative assessment of each PLO.
- Try to fill in the CLO data from each sheet on your spreadsheet, and attempt to come up with an aggregate percentage for your PLOs. Is it possible to give a PLO quantitative assessment based on all of the courses listed? Or, can you give a PLO quantitative assessment based only on your discipline/department courses?
- **Please be thorough and provide as much reflection and analysis as possible. The more analysis, the better. Feel free to write beyond this page.**

PLO #1 – “Give specific examples of careers in general agriculture and describe the prerequisites for these careers.”

This PLO is assessed in Animal Science 201, 202, 203, 200, 220, Ag Economics 225, and Ag 115. There are total of 53 CLOs within this Agriculture Science AS Degree. This equates to 13% of the CLOs are assessing this PLO.

PLO#2 - “Describe the basic workforce readiness skills needed to be successful in agriculture careers today.”

This PLO appears to be assessed in every single CLO in the AS Degree. This equates to 100% of the CLOs are assessing this PLO. This is an indicator that the particular PLO is too general and needs to be revised to be more specific.

PLO#3 – “Describe the importance of the Agriculture Industry to the local, state and national economy.” This PLO is assessed in Animal Science 201, 220, 203, Plant Science 200, 230 and Ag 115. This equates to 11% of the CLOs assessing this PLO.

In analysis, the PLOs need to be changed to reflect a broader spectrum of the CLOs. They need to reflect more of an agricultural base rather than the career focus.

Action Plan. Based on the assessments and analysis you have provided in questions 1-4, please consider what changes or improvements you would like to make, which might include updating your CLO or PLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, etc. ***Based on the analysis you have provided in questions 1-4, provide an action plan for improvement that draws on your assessment results and efforts.***

CLOs for the AS Degree in Agriculture Science need to be reexamined with an emphasis on brevity and accuracy. The CLOs specifically for Animal Science 220 need to be shortened and changed to be more concise. Natural Resource 200 CLOs are not formatted properly and need to be rewritten. CLOs for Plant Science 200 are missing and need to be inserted. Agriculture Economics 225 has 9 CLOs. The number needs to be reduced and refined to 2-3 CLOs for that specific course. On a positive note, the CLOs in general are well written and accurate. If the minor adjustments described above were instituted, the overall CLOs would be very acceptable.

PLOs for the AS Degree in Agriculture Science need to re-evaluated. The PLOs are the weak link in the overall assessment. The PLOs need to be written in a more general manner to reflect the overall broad scope of the Agriculture Science Degree and remove the emphasis only on careers. The PLOs need to be written to reflect all of the CLOs rather than just a small percentage.

Action Plan:

The Ag Staff needs to be provided with a specific set time to work on CLOs and PLOs and this time could be efficiently set aside during regular staff meetings. If staff members were provided with 30 minutes of quality time set aside during staff meetings, these PLOs and CLOs could be re-written.

I estimate that it would take approximately 5 thirty minute sessions to complete this project. Upon completion, the PLO/CLO coordinator needs some guidance and time to review and re evaluate the newly written CLOs and PLOs.

A possible PLO for the AS Degree in Agriculture Science, “Demonstrate understanding of aspects of agricultural production systems including: Livestock, Horticulture, Plant Science, Natural Resources and Agriculture Mechanics”.

5) The college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. *This is extremely important.*

- Did you make any changes in your CLO or PLO statements during the last 4-year cycle that ended in 2012, or any changes this year? *Please explain what you accomplished.*

NO

- Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain and provide details about your efforts!*

NO – The PLOs need to be revised to reflect the actual outcomes of the program.

- 6) Please reflect on the process of learning outcomes assessment in your division and at Modesto Junior College. What do you think would make it more meaningful? How could it be improved? What would help you?