

A. List your PLO's

1 Demonstrate the ability to explain microeconomic and macroeconomic concepts, analyze and evaluate agribusiness problems and management decisions, and perform basic algebra and introductory calculus operations in the context of applied economic analysis and optimization.

2 Demonstrate skills in fundamental agribusiness principles and analysis techniques into logical decision-making constructs.

3 Develop strong communication skills, both oral and written, for the purpose of conveying the results of business analyses in a clear, persuasive, and informative manner.

4 Apply the concepts, principles, and terminology of business (economics, management, finance, marketing, and others) to real-world issues and opportunities in the agricultural and life sciences industries

B. How did your outcomes assessment results during the past three years inform your program planning?

Use the bullet points below to organize your response.

Generally, we have learned the value of multiple smaller assessments in guiding our daily instruction as we strive to teach our PLO's. This can be challenging as often times a subject matter professor is more focused on our SLO's. Often times students need to be resourced outside of the department to build a skill set to be successful inside the class. The writing and math centers have been crucial partners.

C. Describe how the program monitors and evaluates its effectiveness.

Our program performs an in depth evaluation of one of our AGBS course each semester. Assessment activities and developed that evaluated the PLO's through out the course. We are not just interested in what the student learned at the end of the course. We are very curious about what students are not learning as early in the course as we can manage, so teaching adjustments can be made in time for the students to capitalize on the effort.

This same system is practiced in other classes as well. However, emphasis is given to the main course that is being considered at the time. We generally have every course formally monitor every 3 years.

D. Describe how the program engages all unit members in the self-evaluation dialog and process.

Our 4 person major team meets weekly to discuss the program. We consistently discuss the courses that are required to be evaluated and in the process share best practices that can be employed to evaluate student progress in courses we are currently teaching. Every professor has an opportunity to contribute and apply the information learned.

E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

The course we are currently in the process of evaluation the SLO's and PLO's is the AGBS B2 Agriculture Economics. The AGBS B2 course measures nearly 50% of the AGBS PLO's. Students achieve nearly a 75% mastery of the SLO's in the course which suggests a similar mastery of the PLO's as well.

F. How do you engage in collegial dialog about student learning outcomes?

Our AGBS team recognizes the students we work for. Our conversations are never confrontational. We have multiple teachers teaching the same course. If one professor is having more success teaching a particular SLO in a course, we are all interested in using that strategy to impact our students. If time permits, we invited other professors in our course to witness the successful techniques first hand.

G. What have the program's PLOs/AUOs revealed or confirmed in the past three years?

We have recognized that not all PLO's are easy to teach or to access. PLO #4 is an application based outcome and it is more challenging to engage students in something where they have no experiential knowledge. This is particularly true when teaching our younger population.

H. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

I. a. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions I and J for one response (SLO/PLO/ILO).

I. b. How do the program learning outcomes align with Institutional Learning Outcomes?

J. Include the activities your program is planning to close the achievement gaps during the next three years and the impact you expect from them.

One of the largest gaps we are focusing on is the completion rate of the program with students that are older than 30. These students seem to be having a tougher time accessing the courses and therefore the content to master the PLO's. We are in the process of adding more courses during off times (mainly the evenings) in an attempt to better meet their needs.