Annual Assessment Report 2020-2021

BS Agricultural Sciences

Agribusiness & Food Industry Management/Agricultural Sciences

College of Agriculture

CONTACT
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Name of Person Completing Report Kimberley Miller

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES
How were the program's SLOs developed? (select all that apply)
   o   We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
   o   We developed them as a program/department using our own knowledge and expertise of the field.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.
- Department Website - provide URL: https://www.cpp.edu/agri/agriculturalscience/index.shtml
- Course Syllabi

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 7

How many SLOs did your program assess this past year in 2020-2021?

- My program assessed SLOs in AY 2020-2021

Please list the SLOs examined

- SLO #1: Students will be able to identify and differentiate between the major sectors of Agricultural Science, including Plant Science, Animal Science, Agribusiness Management and Agricultural Technology
- SLO #2: Students will be able to critically and creatively interpret food, fiber and natural resources, including the ethical issues in each.
- SLO #3: Students will be able to delineate and create solutions to major issues related to the major sectors of Agricultural Science.
- SLO #4: Students will be able to demonstrate the ability to utilize professional technology skills required in the 21st century agriculture work force
- SLO #5: Students will be prepared to continue to strengthen their knowledge of the agriculture industry at the graduate level or in their career by knowing the skills needed to be lifelong learners.

| Student Learning Outcome (SLO) | Assessment Activities | Evidence Used | Evaluation and Interpretation of Evidence | Findings | | | Eye-opening Result |
				N of Artifacts	Criterion Used	Goal Met	
SLO 1: Students will be able to identify and differentiate between the major sectors of Agricultural Science, including Plant Science, Animal Science, Agribusiness Management and Agricultural Technology	• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.) • Oral performance (e.g., presentation, defense, conference presentation etc) • Supervisor/employer evaluation of stydent performance outside the classroom (e.g., internship, clinical, practicum, etc.)	• Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide sed)	32	Percentage at a certain score	Yes	

Student Learning Outcome (SLO)	Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence	Findings			
				N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
SLO 2: Students will be able to critically and creatively interpret food, fiber and natural resources, including the ethical issues in each	• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.) • Oral performance (e.g., presentation, defense, conference presentation etc) • Supervisor/employer evaluation of stydent performance outside the classroom (e.g., internship, clinical, practicum, etc.)	• Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide sed)	32	Percentage at a certain score	Yes	

Student Learning Outcome (SLO)	Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence	Findings			
				N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
SLO 3: Students will be able to delineate and create solutions to major issues related to the major sectors of Agricultural Science.	• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.) • Oral performance (e.g., presentation, defense, conference presentation etc) • Supervisor/employer evaluation of stydent performance outside the classroom (e.g., internship, clinical, practicum, etc.)	• Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide sed)	32	Percentage at a certain score	Yes	

Student Learning Outcome (SLO)	Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence	Findings			
				N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
SLO 4: Students will be able to demonstrate the ability to utilize professional technology skills required in the 21st century agriculture work force	• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.) • Oral performance (e.g., presentation, defense, conference presentation etc) • Portfolio/E-pportfolio of student work • Supervisor/employer evaluation of stydent performance outside the classroom (e.g., internship, clinical, practicum, etc.)	• Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide sed)	16	Percentage at a certain level	Yes	

Student Learning Outcome (SLO)	Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence	Findings			
				N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
SLO 5: Students will be prepared to continue to strengthen their knowledge of the agriculture industry at the graduate level or in their career by knowing the skills needed to be lifelong learners.	• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.) • Oral performance (e.g., presentation, defense, conference presentation etc) • Supervisor/employer evaluation of stydent performance outside the classroom (e.g., internship, clinical, practicum, etc.)	• Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide sed)	16	Percentage at a certain level	Yes	

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2020-2021? Select all that apply.
- Course-level changes (e.g., syllabus, content, pedagogy)
- Results indicated no action needed because students met expectations

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.
- Persons or organizations outside the program: Members of various industries represented in the AGS major and local high school agriculture teachers and graduates of the program.

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.
Nothing noteworthy

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)
No assessment activities are based on race or ethnicity or gender

The most current assessment plan and curriculum matrix we have on file for your program may be found here. To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan Yes

Curriculum Matrix Yes