



Annual Assessment Report 2022-2023

BS Agribusiness & Food Industry Management Agribusiness & Food Industry Management/Agricultural Science College of Agriculture

CONTACT

Name of Program Assessment Lead Jon C. Phillips

Name of Person Completing Report Jon C. Phillips

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Course Syllabi
- Brochures or other printed material

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. 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?

- 2

How many SLOs did your program assess this past year in 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: Students will be able to collect, manage, and analyze information of communities, individual firms or industries, and present findings.
- SLO #2: Students will be able to calculate and understand financial ratios and other relevant financial and accounting metrics, and communicate results.

Student Learning Outcome (SLO): Students will be able to collect, manage, and analyze information of communities, individual firms or industries, and present findings.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	<ul style="list-style-type: none"> Used rubric or scoring guide
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) 	<ul style="list-style-type: none"> 	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
14	Our goal was for >50% of the artifacts to score in the top half of the rubric's scale.	Yes	A sizeable portion of the artifacts indicated a lack of sufficient content, i.e., these students didn't follow basic instructions. The majority of the students scored in the top half of the rubric's scale, however.

Student Learning Outcome (SLO): Students will be able to calculate and understand financial ratios and other relevant financial and accounting metrics, and communicate results.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.

- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- A committee of program/department faculty

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 2022-2023 so that others may learn from your experiences.

The assessment of SLO 1 went smoothly. Regarding SLO 2, we received a copy of the assignment and some artifacts from students. Unfortunately, the number of artifacts received was insufficient to complete the assessment. Note also that we developed a rubric for SLO 2.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), [CPP's Student Success Dashboard on Tableau](#), course evaluations, etc.

We convened a meeting of faculty who teach the class from which we got the artifacts used to assess SLO 1. We discussed the SLO, the assignment that produced the artifacts, and the rubric. We also discussed potential ways to improve student performance, i.e., closing the loop strategies. In addition to the assessment covered in this report, we did a survey of students for indirect data.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

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