**ANNUAL DEGREE PROGRAM ASSESSMENT** **REPORT**

# Overview

The emphasis of the report should be on PLO and CASLO assessment, action items emerging from those assessments, and a table listing the top three budget requests from each degree program.  Bullet points are certainly acceptable for the sections requiring written responses

**Please hold off uploading your report to the ARPD system website until we get further instructions from the system office (ignore the upload roman numerals listed)**

# 2017-18 Program Review preparation guidelines

Program Name: Agriculture and Natural Resources

**SELECT THE DESCRIPTION TAB AND THEN EDIT:**

1. We envision a program that promotes active student engagement by providing high quality instruction in agriculture, horticulture, and natural resources with an emphasis on entrepreneurship and sustainability.

**SELECT THE ANALYSIS TAB AND THEN EDIT**

1. Briefly respond for each cautionary and/or unhealthy Quantitative Indicator (**Part II-Analysis of the Program**): **Please hold off discussing the health call elements until we get further instructions from the system office.**
	1. Demand Indicator: **Healthy**

* 1. Effectiveness Indicator: **Cautionary**
	2. Efficiency Indicator: **Healthy**
1. If relevant, share a brief analysis for any Perkins Core Indicator not met (**Part II-Analysis of the Program)**: **Please hold off discussing the Perkins indicators until we get further instructions from the system office.**
2. Analysis of the Program (**Part II-Analysis of the Program)**
3. Briefly discuss any new significant program actions (new certificates, stop out, gain or loss of positions) as results of last year’s action plan (**Part II-Analysis of the Program)**.

Numerous curriculum changes were made in AY 17-18.

Course changes: AG 200 & AG 265 were split into AG 200 & 200L and AG 265 and AG 265L. Numbering changes for AG 250 and 260 were made to meet PCC recommendations. AG 235 Irrigation principles and design was accepted to meet the requirement for “100” level MATH for graduation. AG 162 Advanced Beekeeping was added.

Deletions: The program had many options for various certificates. Combined with two AAS degrees, this made a “program map” with too many variables. In addition, many of these options were put together when there were two faculty. Several courses were rarely if ever taught for some of these certificates. Turfgrass never generated the student or industry demand that was anticipated. Certificates in Competence in Agricultural Science, Nursery Production, and Turfgrass Specialist were retired. Floriculture Management and Nursery Management Certificates of Achievement were slated for deletion – but proposals were lost in Kuali. These will be resubmitted for deletion.

Modifications: Two Certificates of Competence were modified. Sustainable Tropical Crop Production to better reflect GoFarmHawaii training and Landscape Maintenance to align with the CA and AAS course requirements.

Additions: Two new Certificates of Competence were added: Natural Resource Management and Beekeeping. Students have been doing ATS degrees in Cultural and Natural Resource Management for a number of years. The CC is a way for students to get a certificate and have the resource management component in the catalog. Beekkeeping is taken by many non-majors. With two courses, AG 161 and 162 these non-majors can get a certificate and be “completers”.

1. Describe results from previous assessment goal and/or action implementation (**Part II-Analysis of the Program)**
	1. PLO: From 2016 plan, (courses not taught in this academic year from 2016 assessment) In AG 230 did have better success by having students research and detail how they would grow their crop(s) first. This did help them better develop the financial portion of their plans: cost of production, cash flow, income statement, balance sheets. This is still the most difficult part of creating a start-up business plan as the students are generally do not have hard “real” data but are required to make estimates based on their research.

In AG 252, pre-made spreadsheets with as much real data as possible was provided up front. This did help students create their cost of production spreadsheets. We will be working from the start of the semester with this to try to get students to understand how to devise the correct formulas for their specific crops and situations. Students kept data on labor, materials and yields for two of their crops.

Extrapolating to the standardized 100 sq feet was explained from beginning to end so students could better grasp that concept. This did help students better understand cost of production and determine the unit cost of the crops they produced.

* 1. CASLO: In Ag 235, the class did build a small mini-system to better understand the blue prints and parts. This will be done again on a slightly larger scale again this coming Fall 2019. Quantification problems will be provided both in class and online to assess students on their quantification skills. AG 235 has been approved for the “100” level quantification requirement.
1. Describe Goals and/or actions from previous assessment results (**Part III-Action Plan):**

Curriculum changes were implemented and are now in the AY 18-19 catalog. Only the two CA mentioned above need to be retired.

Successfully partnered with GoFarmHawaii by using our credit courses to offer their new farmer training here on Maui. This leverages both UHMC and GoFarmHawaii resources to provide a valuable and unique training and support network for new farmers.

1. Provide a table listing the top three budget requests from each degree program (**Part IV-Resource Implications)**.
	1. A golf cart – preferably with dump. This will help cart vegetables, tools and equipment. Can be a backup for the “new” cart that is no longer new and starting to age.
	2. Equipment shed – expansion or additions of covered areas to protect Van and implements from our corrosive ocean spray environment. These could also be tent like structures or simple metal or plastic sheds.
	3. Farm equipment for Molokai farm.

**SELECT THE P-SLOs TAB and then EDIT**

1. PLO selected for this academic year (click on the PLO assessed – it will turn green).
2. **Evidence of Industry Validation** (check all that apply):

Advisory Committee Meeting(s) \_\_, How many? 0\_\_

Did Advisory Committee discuss CASLO/PLO? Yes\_\_ NoX\_\_

Coop Ed Placements \_\_3 Fund raising activities/events \_2 major plant sales, 16 farm markets\_ Service Learning \_\_

Provide program services that support campus and/or community

Outreach to public schools \_8\_

Partner with other colleges, states and/or countries GoFarmHawaii- CTAHR, USDA ANNH H!Ag consortium grant whose members are CTAHR, UHH CAFNRM; KCC. KapCC, LCC, HawCC, WCC, UHMC

Partner with businesses and organizations MALP, HFUU

Other\_\_ Describe\_\_\_Summer Bridge, Full STEAM AHEAD \_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Expected level of Achievement**:

For the PLO assessed, \_80\_ % of students completing the assignment/course expected to meet expectations for the assignment/course.

1. **Courses (or assignments) Assessed**: AG 230: Business Plan – For completers 90% met expectations.

AG 235 Irrigation design project: 80% met expectations

1. **Assessment strategy/Instrument/Evidence** (check all that apply):

Work Sample\_\_ Portfolio\_\_ Project \_X\_ Exam \_\_ Writing Sample \_\_

Other\_\_ Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Results of program assessment**:
	1. The following were present at the PLO assessment:
	2. Strengths and weaknesses (best practices and educational gaps) found from PLO assessment analysis . Projects are daunting – some students just drop out rather than attempt. Need to ease them in. Students who have a site or crop they are interested in do best. Those that it is more “imaginary” struggle the most. Work on making projects incremental, support math skills needed, peer review and help has worked wonders and will be continued to be used.
2. **Other comments:**

Describe CASLO assessment findings and resulting action plans. Go to Laulima *UHMC CASLO Assessment* for your program’s “Assessment results” and summarize below.

|  |  |
| --- | --- |
| CASLO assessment findings | Action plan to address findings |
| Exemplary students had confidence in their background knowledge to trust in their choices. Just Passing students often were less confident in their grasp of the hydraulics and choices and looked outside for the one correct answer. There were many ways to correctly solve the problem.  | Visit a site that students have installed in past with the simple blueprint that was used. Can see the good and not so good outcomes of the solutions that were selected.  |
|  |  |

1. **Next steps:**

For program learning outcomes (check all that apply):

Assess the next PLO\_\_X\_ Review PLOs\_\_\_ Adjust assignment used for PLO\_\_\_

Adjust course used for PLO\_\_\_ Meet with Advisory Committee\_\_\_\_

Other\_\_\_ Please explain:

1. Please list any professional development needs you may have for your program.

Attend a sustainable agriculture conference. Many of these (Such as ACRES USA) are held during the school year (fall/winter – off times for farmers). Send younger new APT’s to training – both in agriculture and in teaching methods.