Assessment Report

Yuba Community College District

YC - Agriculture Program Recommendations

Year of Review: 2013-2014
Type of Review: Self-Study (4-year review)
Executive Summary (Include a list of team members): Faculty Team Members: Scott Haskell, Dan Turner, Brittney Strong
Administrative: Dean Masuda

Note: Dean of Library/DE/Media Services reviewed Agriculture Program Review
for Executive Summary, Dec. 2013

The Agriculture Program provides evidence of significant planning and potential for growth based on industry trends and local employment needs. The Agriculture Coordinator has engaged industry leaders and faculty in an assessment of program needs. Multiple forms of assessment methodologies are being employed at the program, course and student levels to support program planning, course redesign, and improve instructional strategies and student support services. Five new certificates are proposed to ready students for local employment.

FTES and WSCH rates for the Agriculture Plant Science have declined somewhat since the retirement of key fulltime faculty.

2007-8	1.43	48.20	1446.00	33.63	504.42
2008-9	1.23	40.53	1215.90	32.86	492.93
2009-10	1.13	42.10	1263.00	37.15	557.21
2010-11	1.13	48.00	14440.00	42.35	635.29
2011-12	0.77	29.50	885.00	38.48	577.17
2012-13*	1.23	37.30	1119.00	30.33	454.88

*ENVTC included

Overall program goals are:

Certificate Program Development : Yuba College Agriculture Program wishes to expand and offer five Certificate of Achievement Programs that can be completed in one year: Agricultural Mechanics, Agricultural Manufacturing Technology, Farm Management, Agricultural Business Management and Livestock Enterprises.

Improved Technology : The Agriculture Program does not have adequate entry level technology. There is a need for a Departmental Computer. Additional software is also required.

Full time faculty/coordinator request : Program Advisory Board audit has identified a the need for: a full time Program Coordinator/Instructor, teaching facilities, Yuba College Farm teaching facilities, required necessary tutors/mentors and instructional aides.

Assigned Office Space : There is a need for a Departmental Office space in the 600 Building.

Program Equipment Upgrades : The Agriculture Program does not have adequate entry level equipment. Considerable equipment purchases are needed to support expanded certificate programs.

Facilities Support : The Agriculture Program does not have adequate facilities. The use of the 1700 building and consolidation with the Vett Tech program is recommended. These facilities are close to the Yuba College Farm for increased student learning.

Improved Distance Education Resources : Improved training within Distance Education for faculty, staff and students. (New Canvas LMS in Spring, 2014)

Training and Professional Development : There currently are only Adjunct Instructors within the Program. Professional development and networking needs to be developed by the new Coordinator/Department Chair.

Department discussions on student success have been undertaken during the last year with a clear recognition of the thoughtful work on curriculum and assessment already going on campus, and with a commitment measure student success (e.g., student, alumni and employer surveys)

Program Description : Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

Mentors, counselors, tutors: Mentors are assigned to students to help with the learning process. The Yuba College Program Interim Coordinator prepares individual student goals and objectives, identifies performance measures and program outcomes, identifies evaluation questions, creates Agriculture Program planning or logic models, selects evaluation designs, decides on data collection methods for student success, analyzes and presents data to adjunct faculty, and uses evaluation data to generate new curriculum specific learning goals for Agriculture Program students.

• Interim Coordinator has developed an evaluation plan for collecting data on student performance measures.
• Established measureable goals and objectives for students.
• Designed and conducted the Agriculture Program evaluation to continuously assess program's progress in achieving its established goals and objectives.
• Identified measures to reflect the impact of Program's activities.
• Use the 2011-2012 results to refine and improve student services.

If services are available, how do they demonstrate an increase in student success?

• Continued high employment rates locally.
• Stable four-year program transfer rates.

How is current and previous program review data used to refine and improve program or department practices?
Interim Coordinator developed and met with Yuba College Agricultural Program Advisory Board industry leaders to examine three major categories of Program Review data- review by student groups, review proposed skills levels, and review current employment needs. These are defined as:
1. Demographic data: student population, participation, attendance, and least restrictive environment for students
2. Student learning data: adequate yearly progress (AYP)
3. Needs Assessment for local area industry and student graduates (NA)

Based on this analysis, the Yuba College Agriculture Program provided district-wide professional development that was designed to increase the use of high-quality instruction and interventions tailored to state content standards, student progress monitoring, and the use of data to make educational decisions.

Industry Trends and Program Data Analysis :

How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
As stated in B3 (above), demographic data, student learning data and needs assessment for local area industry and student graduates has been analyzed. The analysis consists of two kinds of comparisons: comparisons among programs and comparisons over time, or trend analysis. Analyzing historical trends and making appropriate comparisons enabled the Yuba College Agriculture Program and its Advisory Board to assess past program performance and current program status so that factors driving student success, the quality of the educational experience, and performance gaps and exceptional performance can be ascertained. The performance history of our Program provided the context for Program charting of future course and improve student outcomes. The analysis of key performance indicators allowed the Program to diagnose performance gaps and begin to understand critical components of student success and program success. Demographic, diversity and workforce needs were assessed by both the Interim Coordinator and the Advisory Board.

How is your program or department direction driven by empirical data?
In education, response to intervention (RTI) is a method of academic intervention used to provide early, systematic assistance to students who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for students who continue to have difficulty. Empirical data was utilized to give merit to RTI analysis of the Yuba College Agriculture Program.

Progress monitoring and tiered service delivery was additionally utilized by the Agriculture Program. Progress monitoring is the scientifically based practice of assessing students' academic performance on a regular basis for three purposes:
1. To determine whether students are profiting appropriately from the instructional program, including the curriculum (as seen through empirical data analysis.
2. To build more effective programs for the students who do not benefit
3. To estimate rates of student improvement

The Agriculture Program utilizes the same principles that are characterized in academic RTI procedures: universal screening, progress monitoring, data-based decision making, and implementation of evidence-based interventions. Within each principle, Agriculture students are taught effective strategies that are essential for supporting teaching and learning.

Curriculum & SLO Assessment Summary :

What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
The Program is in a state of transition from the traditional A.S. degree process to the formation of 5 one year Certificate of Achievements. These Certificates will save tax dollars and increase the hire ability of Yuba College graduates. These proposed certificates include: Agricultural Mechanics, Agricultural Manufacturing Technology, Farm Management, Agricultural Business Management and Livestock Enterprises.

Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
No courses at this time.

Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance? Yes

If applicable, how are teaching methodologies in your program or department assessed?
Current teaching methodology assessments by the Interim Coordinator include:

• Reviewing existing exams, assignments, or projects common to a group of students in the major
• Evaluating writing samples completed by students
• Developing potential assignments accomplished as a part of a capstone experience
• Reviewing materials describing current curricular practices (syllabi, exams, textbooks)
In addition to accessing data that are already available, currently the collection of new data specific to student learning in the Agriculture Program and designed to address departmental goals and objectives is in progress. These data sources include information collected through:
• Student internships or performance
• Portfolio analysis (collection of student work)
• Standardized tests (nationally-constructed or department-based)
• Surveys, interviews, or focus groups of students at entrance and exit, alumni, faculty, employers or related to course content
In thinking about program assessment, four key questions are asked:
1. Does the Agriculture Program meet or exceed certain standards?
2. How does the Agriculture Program compare to others programs at Yuba College?
3. Does the Agriculture Program do a good job at what it sets out to do?
4. How can the Agriculture Program experience be improved?
Surveying department alumni is in progress to provide a wide variety of information about Program satisfaction, how well Yuba College students are prepared for their careers, what types of jobs or graduate degrees majors have gone on to obtain, starting salaries for graduates, and the skills that are needed to succeed in the job market or in graduate study. These surveys provide the opportunity to collect data on which areas of the program should be changed, altered, improved or expanded.
Employer surveys are helping the department determine if their graduates have the necessary job skills and if there are other skills that employers particularly value that graduates are not acquiring in the program. This type of assessment method can provide information about the curriculum, programs and student outcomes that other methods cannot: on-the-job, field-specific information about the application and value of the skills that the Yuba College Agriculture Program offers.

If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
Content analysis is a technique we are utilizing that looks at a group of students, such as majors in our Agriculture Program or Department, and assesses samples of written work that are produced by this group. This assessment method uses outcomes identified as important prior to the analysis or as the analysis proceeds (currently being developed in conjunction with the YC Agriculture Program Advisory Board). Analysis will look at what students actually write or at the underlying meaning of their writing. Results will be presented in written form giving averages and examples of specific categories of outcomes (e.g., spelling errors, knowledge deficits). Primary trait analysis, which identifies important characteristics of specific assignments and assigns levels of competency to each trait, will be particularly effective in identifying student learning.

Course-embedded assessments refers to methods of assessing student learning within the classroom environment, using course goals, objectives and content to gauge the extent of the learning that is taking place. This technique generates information about what and how students are learning within the Yuba College Agriculture Program and classroom environment, using existing information that instructors routinely collect (test performance, short answer performance, quizzes, essays, etc.) or through assessment instruments introduced into a course specifically for the purpose of measuring student learning.

Curriculum analysis of the course materials currently in use by the Yuba College Agriculture Program involves a systematic review of course syllabi, textbooks, exams, and other materials to help you clarify learning objectives, explore differences and similarities between course sections, and/or assess the effectiveness of instructional materials. It will offer a way to document which courses will cover which objectives and helps in sequencing courses within the Yuba College Agriculture Program.

If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
Observation as a method of assessment is an unobtrusive tool that can yield significant information about how and why students learn through Distance Education. Observation of relevant interactive events within a Agriculture Program course is useful information. This tool is being currently being utilized with an interest in how students study, and is concerned with the effectiveness of online study sessions or other supplementary DE activities. Data collected through observation can be correlated with test scores and/or course grades to help provide further insight into online student learning.

With online performance assessment we have utilized student activities to assess skills and knowledge. These activities include class assignments, projects, quizzes, presentations and similar tasks. At its most effective, performance assessment is linked to the curriculum and uses real samples of student work. This type of assessment generally requires students to use critical thinking and problem-solving skills within a context relevant to their field or major. The performance is rated by Online faculty and assessment data collected. The student receives feedback on the performance and evaluation.

If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
• Student Support
• Blackboard Orientation
• Student Resources
o Bb Frequently Asked Questions
o Blackboard Tips and Tricks
o Qualities of an Online Learner
o Schedule/Catalog
o System Requirements
o Preparing to Learn Online
o Managing Your Time
o Learning Online
o Textbooks and Software

How is your program or department applying sound principles of learning and teaching theory to its curriculum?
Instructional Practices
Effective instructional practices are the key to achieving desired student outcomes for developmental programs. The Agriculture Program is utilizing the following instructional practices with success for developmental learners:
• Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.
• Curricula and practices that have proven to be effective within specific disciplines are employed.
• The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.
• Culturally Responsive Teaching (CRT) theory and practices are applied to all aspects of the developmental instructional programs and services.
• A high degree of structure is provided in developmental education courses.
• Developmental education faculty employs a variety of instructional methods to accommodate student diversity.
• The Yuba College Agriculture Program aligns entry/exit skills among levels and link course content to college-level performance

requirements.
• Yuba College Agriculture Program education faculty routinely shares instructional strategies.
• Faculty and advisors closely monitor student performance.
• Where possible the Agriculture Program provides comprehensive academic support mechanisms, including the use of trained tutors.

Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
CSLOs: AG 11, AG 14, AG 21, AG, 22, AG 30 and AG 45
PLOs: Curriculum and Program Direction Strengths
• Course outlines are all current having been updated this semester.
• The General Education and online courses are extremely popular.
• The online courses have expanded the geographic area served.
For each of the above, how did the assessment data influence program, department and/or course improvement?
New course syllabi are being generated, grading rubrics are being refined and performance testing procedures are being expanded.

Future Goals and Program Direction: Based on Program Review, what are your plans for future department/program improvements?

• Share the strategic plan with Yuba College Agriculture Program Advisory Board stakeholders soon after it is completed.
• Share progress reports on implementation and achievements of major milestones of the plan.
• Use special events or critical junctures in the Agriculture Program as opportunities for communication with local industry.
• Utilize a DASH program analysis: An important source of internal data is the DASH Program Inventory, which provides a snapshot of what the Agriculture Program currently is changing and improving.
• Improved Agriculture Program management (the qualifications and skills of Agriculture Program adjunct staff to conduct activities) and staffing (the establishment of positions).
• Improved Agriculture Program planning (the process of choosing activities and identifying appropriate individuals to involve activities) and monitoring (tracking program activities).
• Improved Agriculture Program staff professional development (the systematic process used to strengthen the professional knowledge, skills, and attitudes) and technical assistance (tailored guidance to meet the specific needs of Yuba College student success through collaborative communication).
• Partnerships with local industries. Based on SWOT Analysis develop a list of program strengths and weaknesses. Evaluate strengths that facilitate reaching Agriculture Program goals. Evaluate weaknesses that are barriers to reaching Agriculture Program goals.

Course Content and Statistical Analysis: AG 11, AG12, AG13, AG14, AG44, AG45, AG45L, AG46, PLSCI20, PLSCI20L, PLSCI21, PLSCI22, PLSCI22L, PLSCI30, PLSCI31.

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - The Departmental goals reflect and support the following Yuba College goals: • Foster a culture of evidence. Foster evidence---informed decision making, including SLO development/assessment and other measures of student success.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 2 - The Departmental goals reflect and support the following Yuba College goals: • Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 3 - The Departmental goals reflect and support the following Yuba College goals: • Steward our institutional resources with increasing effectiveness and efficiency.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 4 - The Departmental goals reflect and support the following Yuba College goals: • Research and utilize effective modes of delivery for our courses and services.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - The Departmental goals reflect and support the following Yuba College goals: • Design our programs in such a way as to allow students to complete their educational goals in a timely manner.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 6 - The Departmental goals reflect and support the following Yuba College goals: • Evaluate our programs, services and processes to ensure continuous quality improvement.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 7 - The Departmental goals reflect and support the following Yuba College goals: • Improve the quality of the student experience at all our campuses and centers.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 8 - The Departmental goals reflect and support the following Yuba College goals: • Develop partnerships to enhance educational resources and student opportunities.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 9 - The Departmental goals reflect and support the following Yuba College goals: • Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 1 - The Agriculture Program supports the following YCCD Vision Statement: • The vision of the Yuba Community College District Board of Trustees is to ensure student success by:				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 2 - The Agriculture Program supports the following YCCD Vision Statement: • The vision of the Yuba Community College District Board of Trustees is to ensure student success by: • Building and maintaining an atmosphere of trust within the college district and with our communities;				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 3 - The Agriculture Program supports the following YCCD Vision Statement: • The vision of the Yuba Community College District Board of Trustees is to ensure student success by: • Developing and maintaining programs and facilities that best meet the needs of our students and communities;				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 4 - The Agriculture Program supports the following YCCD Vision Statement: • The vision of the Yuba Community College District Board of Trustees is to ensure student success by:				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
• Stewarding resources strategically to meet the diverse needs of our communities and region;				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 5 - The Agriculture Program supports the following YCCD Vision Statement: • The vision of the Yuba Community College District Board of Trustees is to ensure student success by: • Providing educational, economic, cultural, and civic leadership for our communities and region.				