Wayne Community College
Program Review and Outcome Assessments, 2018-19

Institutional Goal 2: Ensure Program Excellence
Institutional Goal 3: Improve Student Success

Department Name: Agribusiness Technology

Mission/Purpose: The purpose of the Agribusiness Technology Program is to prepare individuals in sustainable agriculture practices by providing the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business.

Degrees, Diplomas, and Certificates Offered:

AAS degree (A15100) and Certificate (C15100) in Agribusiness Technology.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals.

The Agribusiness Technology program strives to be the preferred choice for training in the field of agriculture. The program provides the essential training in the principles of agribusiness management. Instructors are in constant communication with students and encourage career success. Students are taught valuable leadership skills through lab settings and are encouraged to give back to the community in which they live. This is modeled through our on campus garden and greenhouses. Each student possesses unique skills and they are encouraged to work together and learn from each other. The Agribusiness Technology Advisory Committee consists of employers, recent graduates and community agribusiness leaders. This group is instrumental in guiding faculty in providing relevant skills and the use of technology. Our graduates are expected to be top candidates for job placement or qualify to a baccalaureate program at colleges and universities that have signed articulation agreements.

Activities to ensure curriculum currency (2015-16; 2016-17; 2017-18)
List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
No Changes	

Provide an overview of the significance of the program changes and improvements that occurred over the past three years

We did not see any need to make changes to the program. According to our Advisory committee, we are doing a great job of providing the students with what the industry needs.

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Advisory Committee: dates, summary of minutes, activities (2015-16; 2016-17; 2017-18)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2015-16	12/18/15 & 6/23/16	Advisory committee recommended an increase in Lab Space is needed; committee recommended working with local agriculture leaders to increase technology and training opportunities. Committee encouraged us to continue trying to obtain grant funds from Tobacco Trust Fund.
2016-17	12/2/16 & 6/15/17	Advisory Committee recommended a Full Time Agriculture instructor addition, Committee recommended that we continue to pursue a Tobacco Trust Fund grant. A partnership was suggested by TTF and the committee agreed that we should explore a partnership with Leafy Green Farms. The committee recommended dedicated space for new technology to be added to future plans for Precision farming/GPS-GIS needs.
2017-18	11/30/17 & 5/4/18	Advisory committee members suggested finding a new course to meet the need of the new technology added to the programs. After searching through the possible course, the committee recommended AGR 192 was selected and the paperwork process began to add this course to the Agribusiness Technology program.

Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance. *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*

The Advisory Committee is very active in the decisions of the program. There is always excellent discussion about new technologies and needs of the program. New graduates and successful hires are discussed from our pool of graduates. The committee is also actively involved with industry leaders to help students find opportunities post-graduation.

Analysis of trends in the field or industry
Provide narrative for analysis of trends in the field. *(Are there jobs available for your students? Is there new technology/equipment that needs to be added to your program?)*

Job trends are increasing. We have more calls for graduates than we have graduates coming out of our program. We do need new GPS/GIS equipment that helps simulate what the equipment does inside of farm equipment.

Faculty Profile

List of Faculty and Status (2015-16; 2016-17; 2017-18)

Faculty / Name	Full-Time / Part-Time
Gerding, Dwight	FT
Hartley, Christopher	PT
Hooks, Gloria	PT
Jenkins, Lynn	FT
Johnson, Jennifer	FT

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Little, Charles	PT
Mitchell, Gabe	FT
Moeller, James	FT
Pfleger, Kathy	PT
Sauls, Sherry	PT
Weinblatt, Melissa	PT
Woods, Rob	FT

Have all the faculty credentials been verified? (*Verify required documents are in personnel files.*)
All faculty credentials have been verified with Janet Sumner.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Summer 2015		Fall 2015		Spring 2016	
		Contact	Credit	Contact	Credit	Contact	Credit
Gerding, Dwight	FT	8.50	7				
Hartley, Christopher	PT	4	3	10	8	18	12
Hooks, Gloria	PT			8	6	3	3
Jenkins, Lynn	FT	10.50	7	18	16	20	15
Johnson, Jennifer	FT	12	14	22	20	36	31
Mitchell, Gabe	FT	6	10	11	9	9	9
Moeller, James	FT			22	15	22	16
Pfleger, Kathy	PT			6	6		
Sauls, Sherry	PT			11	9	7	6
Weinblatt, Melissa	PT					8	6
Woods, Rob	FT	9	10	21	15	20	14

Faculty / Name	Full-Time Part-Time	Summer 2016		Fall 2016		Spring 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Hartley, Christopher	PT	4	3	11	9	7	3
Hooks, Gloria	PT			3	3	3	3
Jenkins, Lynn	FT	14	9.50	21	18	22	14
Johnson, Jennifer	FT	12	14	38	32	34	31
Little, Charles	PT	6	2				
Mitchell, Gabe	FT	6	9	11	10	10	11
Moeller, James	FT	9.50	11	26	18	19	12
Woods, Rob	FT	9	10	21	15	20	16

Faculty / Name	Full-Time Part-Time	Summer 2017		Fall 2017		Spring 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Hartley, Christopher	PT			12	8	7	3
Hooks, Gloria	PT			3	3		
Jenkins, Lynn	FT	7	8	24	18	23.50	17
Johnson, Jennifer	FT	12	14	41	35	37	31
Mitchell, Gabe	FT	6	10	20	20	9	13
Moeller, James	FT	12	11	20	13	20.5	12
Woods, Rob	FT	9	10	41	17	20	14

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It should be noted that many of these instructors teach courses in Agribusiness Technology, Sustainable Agriculture, Forest Management Technology, Turfgrass Management Technology, and/or Applied Animal Science Technology, as some courses overlap and are part of the core requirements for each program.

Faculty Demographics (2015-16; 2016-17; 2017-18)

	# Employees	Avg. Years of Service	% of Classes Taught By
Full-Time	5	10	75
Part-Time	7	4	25

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*
Faculty from various departments in Ag & Natural Resources teach courses in Agribusiness Technology due to course overlap. The department would love to have an additional full-time faculty member.

Professional development activities of faculty (2015-16; 2016-17; 2017-18)
Professional development has been tracked, reviewed and verified by Gabe Mitchell.

Student Demographics

Gender (A15100) Unduplicated			
Academic Year	**Female**	**Male**	**Total**
2015-2016	7	40	47
2016-2017	11	32	43
2017-2018	10	31	41

Gender (C15100) Unduplicated			
Academic Year	**Female**	**Male**	**Total**
2015-2016	0	1	1
2016-2017	1	0	1
2017-2018	2	1	3

Ethnicity (A15100) Unduplicated							
Academic Year	**American Indian**	**African American**	**Asian or Pacific Islander**	**Hispanic**	**Caucasian**	**Other / Unknown / Multiple**	**Total**
2015-2016	1	1	1	0	44	0	47
2016-2017	1	0	0	1	40	1	43
2017-2018	0	0	0	6	34	1	41

Ethnicity (C15100) Unduplicated							
Academic Year	**American Indian**	**African American**	**Asian or Pacific Islander**	**Hispanic**	**Caucasian**	**Other / Unknown / Multiple**	**Total**
2015-2016	0	0	0	0	1	0	1
2016-2017	0	0	0	0	1	0	1
2017-2018	0	1	0	0	2	0	3

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Age Groups (A15100) Unduplicated						
Academic Year	Under 18	18-24 years	25-34 years	35-44 years	45 and older	Total
2015-2016	0	41	2	3	2	47
2016-2017	0	38	4	1	0	43
2017-2018	0	31	6	1	3	41

Age Groups (C15100) Unduplicated						
Academic Year	Under 18	18-24 years	25-34 years	35-44 years	45 and older	Total
2015-2016	0	1	0	0	0	1
2016-2017	0	1	0	0	0	1
2017-2018	0	2	0	0	1	3

Provide narrative for analysis of student demographics. *(Are you satisfied with your program demographics? Do you have a diverse population of students?)*

We are satisfied with our program's demographics. The demographics mirror the agriculture industry.

Program Enrollment (Fall, Spring, Summer)

Program Enrollment (A15100) Unduplicated		
Year	Enrollment	3-Year Average
2015-16	47	57
2016-17	43	49
2017-18	41	44

Program Enrollment (C15100) Unduplicated		
Year	Enrollment	3-Year Average
2015-16	1	5
2016-17	1	5
2017-18	3	2

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.)*

Program enrollment has decreased because of the high number of graduates over the last three years. The program numbers move up and down over a period of years but we are overall holding steady. Healthy growth is desired. Our department recruits as much, if not more than any other department on campus. When we go out to recruit, we talk about all of our programs. Successful graduates tell others about their success and that is where the majority of our new students come from. We will continue to find new avenues to recruit new students.

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Program Outcomes

Retention

Baseline: 70.8% (*Average of last three years – 2014-15; 2015-16; 2016-17, fall-to-fall program retention*)
Standard: 72%
Target: 74%

Data/Results:

Fall-to-Fall

Year	Fall Enrollment	Grads	Return	Non-Completers	Program Retention	New Program	Institutional Retention
2014-2015	46	14	19	11	71.7%	2	76.1%
2015-2016	41	13	17	11	73.2%	0	73.2%
2016-2017	34	4	19	11	67.6%	2	73.5%
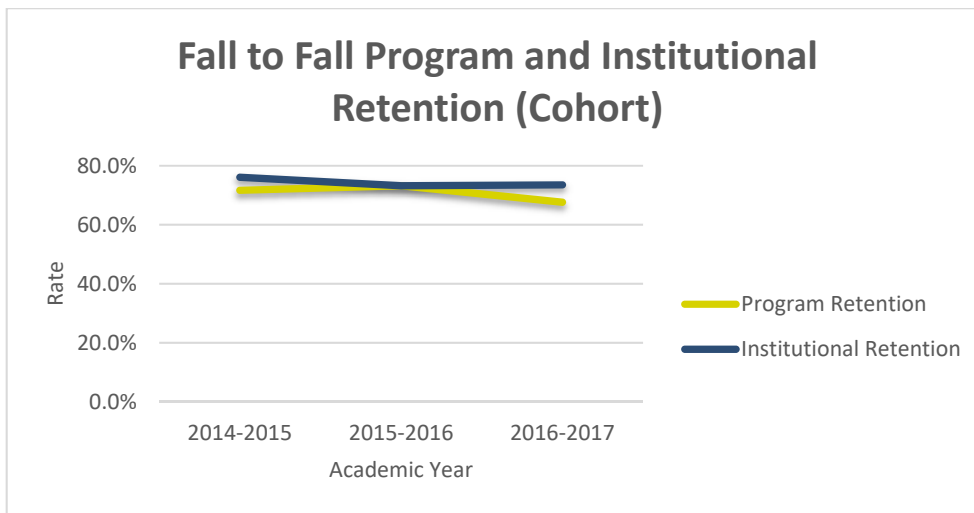
Fall-to-Spring

Year	Fall Enrollment	Grads	Return	Non-Completers	Program Retention	New Program	Institutional Retention
2015-2016	41	6	28	7	82.9%	0	82.9%
2016-2017	34	0	29	4	85.3%	1	88.2%
2017-2018	34	5	20	8	73.5%	1	76.5%

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Fall to Spring Program and Institutional Retention (Cohort)
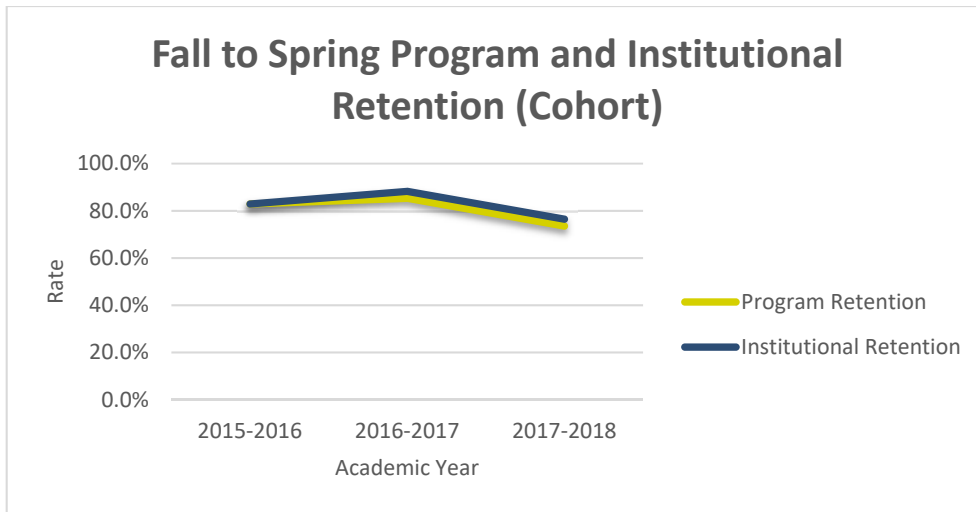
Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect / increase your retention.)*

Our program has been in line with our college retention. We work hard to advise and train students in a way that makes them want to finish. Sometimes life happens and the students withdraw only to come back and complete 10 years later. Building relationships with students helps to increase program retention.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

New program retention standard and target was set based on the three-year baseline data from 2014-15, 2015-16, and 2016-17 fall to fall retention.

Completions

Baseline: 13 *(Average of last three years – 2015-16; 2016-17; 2017-18)*
Standard: 14
Target: 15

Data/Results:

Number of Graduates (Completions) Unduplicated				
	Degree	**Diploma**	**Certificate**	**Total**
2015-16	17		1	18
2016-17	7		2	9
2017-18	13		0	13

Provide narrative for analysis of completions. *(Are you satisfied with your completion rates? How might you increase your completion rates?*

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We are satisfied with completion rates. We have found that we have a cycle of graduates where every other year is a low number of graduates. Students typically take longer than two years to complete their degree because every student is also employed within the field. The reason they come to us for higher education is to earn promotions and additional opportunities within the industry.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

New completion standard and target was set based on the three-year baseline data from 2015-16, 2016-17, and 2017-18.

Job Placement / Employment *(to be provided by program)*

Baseline: 100% (*Average of last three years – 2015-16; 2016-17; 2017-18*)
Standard: 100%
Target: 100%

Data/Results:

Employment Demand						
Year	Graduates	# Employed (within 1 Yr)	# Seeking More Education (within 1 Yr)	% Employed & Seeking More Education	Unknown	Other/Comments
2015-16	18	15	3	100%	0	NA
2016-17	9	9	0	100%	0	NA
2017-18	13	10	3	100%	0	NA

Provide narrative for analysis of job placement rates. *(Are students finding jobs within the program of study?)* *(How can your program promote higher employment of students in the field?)*

Students are finding jobs within the program of study. Every graduate I spoke with has either found a better career opportunity, new career opportunity or is still enrolled in a 4-year college. We have more employers calling us with job/career opportunities than we have graduates to fill these positions.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

The program plans to sustain 100% job placement.

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided and provide an assessment of the data.)*

The labor market data included in this report shows a decrease in growth for farmers, ranchers and agricultural managers. However, there is a projected increase in agricultural and food science technicians. After discussion with the Agribusiness Technology Advisory Committee and Cooperative Extension, all aspects of agricultural employment should increase. The agriculture industry in Wayne County as well as in eastern North Carolina is strong and continues to grow.

Licensure and Certification Passing Rates (if applicable) *Not applicable*

Baseline: XX% (*Average of last three years; identify last three licensure years*)
Standard: XX%
Target: XX%

Data/Results:

Licensure / Certification Exam – Title

Year	# Tested	% Passing
2010-11	NA	
2012-13	NA	
2013-14	NA	
2014-15	NA	
2015-16	NA	
2016-17	NA	

Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)*

Not applicable.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

Not applicable.

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Third-Party Credentials (if applicable) *Not applicable.*

Baseline: XX# (*Average number of completers for the last three years – 2015-16; 2016-17; 2017-18*)
Standard: XX#
Target: XX#

Data/Results:

Third-Party Credentials

Year	Credentials for Program of Study	# Tested	# Completers
2015-16			
2016-17			
2017-18			

Provide narrative for analysis of third-party credentials. *(Are there other industry-recognized credentials that needs to be addressed for the program of study?) (What are other means to promote program third-party credentials?)*

Not applicable.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

Not applicable.

Course Success

Analysis of student success in courses (2015-16; 2016-17; 2017-18)
Provide narrative for analysis of student success in courses. *(Ex – Are more students successful in online courses versus traditional? Are students more successful in certain courses?)*

According to the data, students are equally successful in hybrid, online and traditional courses. Student success is lower in courses that are heavy in mathematics and abstract theories, such as AGR 150 and AGR 110.

Analysis of student success in distance learning courses (2015-16; 2016-17; 2017-18)

Course Success Rates by Method of Instruction				
Semester	Department	Course Number	% Success	Method of Instruction
Fall 2015		AGR-110	45%	Hybrid
Fall 2015		AGR-111	100%	Hybrid
Fall 2015		AGR-139	100%	Hybrid
Fall 2015		AGR-150	86%	Hybrid
Fall 2015		AGR-170	88%	Hybrid
Fall 2015		AGR-210	88%	Hybrid
Fall 2015		BUS-151	76%	Hybrid

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Fall 2015		AGR-139	71%	Internet
Fall 2015		AGR-140	76%	Internet
Fall 2015		AGR-213	76%	Internet
Fall 2015		BUS-151	80%	Internet
Fall 2016		AGR-110	46%	Hybrid
Fall 2016		AGR-111	50%	Hybrid
Fall 2016		AGR-150	46%	Hybrid
Fall 2016		AGR-170	91%	Hybrid
Fall 2016		AGR-210	83%	Hybrid
Fall 2016		BUS-151	60%	Hybrid
Fall 2016		AGR-139	75%	Internet
Fall 2016		AGR-140	61%	Internet
Fall 2016		AGR-213	80%	Internet
Fall 2016		BUS-151	75%	Internet
Spring 2016		AGR-110	76%	Hybrid
Spring 2016		AGR-121	100%	Hybrid
Spring 2016		AGR-150	62%	Hybrid
Spring 2016		AGR-160	100%	Hybrid
Spring 2016		AGR-214	83%	Hybrid
Spring 2016		AGR-262	100%	Hybrid
Spring 2016		AGR-265	100%	Hybrid
Spring 2016		AGR-121	50%	Internet
Spring 2016		AGR-140	50%	Internet
Spring 2016		AGR-212	82%	Internet
Spring 2016		AGR-170	83%	Web Support/Assisted
Spring 2016		AGR-265	92%	Web Support/Assisted
Summer 2016		AGR-140	100%	Internet
Fall 2017		AGR-110	56%	Hybrid
Fall 2017		AGR-111	89%	Hybrid
Summer 2016		AGR-121	75%	Internet
Fall 2017		AGR-170	71%	Hybrid
Fall 2017		AGR-210	94%	Hybrid
Fall 2017		BUS-151	61%	Hybrid
Fall 2017		AGR-139	70%	Internet
Fall 2017		AGR-140	63%	Internet
Fall 2017		AGR-213	67%	Internet
Fall 2017		BUS-151	69%	Internet
Spring 2017		AGR-110	67%	Hybrid
Spring 2017		AGR-150	50%	Hybrid
Spring 2017		AGR-160	80%	Hybrid
Spring 2017		AGR-170	67%	Hybrid
Spring 2017		AGR-214	86%	Hybrid
Spring 2017		AGR-262	90%	Hybrid
Spring 2017		AGR-140	78%	Internet
Spring 2017		AGR-212	96%	Internet
Spring 2017		AGR-265	83%	Traditional
Summer 2017		AGR-121	71%	Internet
Summer 2017		AGR-139	60%	Internet
Summer 2017		AGR-140	50%	Internet

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Spring 2018		AGR-110	60%	Hybrid
Spring 2018		AGR-150	63%	Hybrid
Spring 2018		AGR-160	100%	Hybrid
Spring 2018		AGR-170	73%	Hybrid
Spring 2018		AGR-214	100%	Hybrid
Spring 2018		AGR-262	81%	Hybrid
Spring 2018		AGR-140	70%	Internet
Spring 2018		AGR-212	64%	Internet
Summer 2018		AGR-121	75%	Internet
Summer 2018		AGR-139	73%	Internet
Summer 2018		AGR-140	100%	Internet

Provide narrative for analysis of student success in distance learning courses. *(Are distance education course success rates equivalent to the success rates for other methods of instruction?)*

Students are successful in all methods of instruction. Distance learning seems to fit some students better than others due to self-motivation and calendar management skills.

Analysis of Program Learning Outcomes (PLO) (2015-16; 2016-17; 2017-18)
- Document PLO cycle for the next four years (2018-19, 2019-20, 2020-21, and 2021-22) in the table below.
- File program learning outcome reports for the past three years (2015-16, 2016-17, and 2017-18) in the Program Review Attachment folder.
- Document changes to the program learning outcomes and/or assessment cycle.

Assessment Cycle	Program Learning Outcomes
2018-19	PLO 2: Perform calculations needed in the agriculture industry.
2019-20	PLO 1: Identify and treat soil and crop pest issues in the field of agriculture. PLO 3: Maintain records for agriculture businesses.
2020-21	PLO 4: Practice effective interpersonal skills.
2021-22	PLO 2: Perform calculations needed in the agriculture industry.

Other Assessments

Analysis of graduate survey data (2015-16; 2016-17; 2017-18)
Provide narrative for analysis of program-specific graduate survey data. *(What did you learn from the results? What did your graduates indicate needed to be revised within your program?)*

According to the graduate survey cross tabs, all students reached their goals. Most students were working full time or part time at the time they completed the survey. Most students were not actively looking for work. This can be attributed to the fact that students within the Agribusiness Technology program must complete a work-based learning experience. These students work full time or part time in their field of study. These students usually go from part time to full time upon graduation. When completing the survey, they complete the questions based on their current situation.

Analysis of employer survey data (2015-16; 2016-17; 2017-18)
Provide narrative for analysis of program-specific employer survey data. *(What did employers indicate needs improvement within your program (equipment, facilities, program offerings/certificates?)*

According to the employer survey cross tab, those that completed the survey were satisfied with the Agribusiness Technology program. However, the need for dedicated lab space and/or classroom space with facilities to incorporate new technology was indicated.

External Reviews

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.

Not applicable.

Resources

Program facilities - location and adequacy
Provide narrative for program facilities adequacy and/or needs.

Currently, the Agribusiness Technology program is housed in the Magnolia building. Classes are held in MAG 209 (lab) and MAG 223. The Agribusiness Technology program shares these classrooms with the other 5 programs (Applied Animal Science, Swine Management, Sustainable Agriculture, Turfgrass Management and Forest Management Technology) in the Agriculture and Natural Resources Department. Lectures and class are posted online in Moodle, but labs are held for hybrid courses. While MAG 209 is an ideal location for most lab settings, it is often not available because other lab sections are offered at the same time. Storage is an issue in MAG 209 as well. Other programs, such as the Animal Science program uses specimens for dissections as well as other technology that is currently stored in the lab prep room adjacent to 209. In some instances, the computer lab is necessary for in class research. Coordinating with other instructors is a challenge.   Several previous planning objectives that have been funded are large and have taken up space in the prep room. These items need to be housed inside in a climate controlled environment and need to be easily accessible for labs. Also, the advisory committee has requested space to house new precision agriculture gps/gis simulators so that students can experience hands-on learning in this area. We are also in need of a regular van/transit replacement schedule to ensure the safety of our students and faculty as they travel to and from off campus lab sites.

Library resources
Provide narrative for program library resources. *(Are library resources adequate for your program?)*

Library resources are adequate and up to date for the Agribusiness Technology program. The majority of our students use online research through the library and the web.

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Planning Objectives (2015-16; 2016-17; 2017-18)

- Verify previous year's prioritized planning objectives end-of-year status reports are filed in Program Review Planning Objective EOY (End of Year) Status Reports folder.
- Provide a summary of planning objectives submitted for the last three years, including the use of results, of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year	Objective(s) Submitted	Use of Results
2015-16	Building materials for raised beds.	Approved Fall 2015, implemented Spring 2016. Student learned to design, build and use raised bed boxes. New varieties of agricultural crops were grown and tested within the boxes.
2016-17	6" Deep Well; New poly panels for greenhouse #1. 15 Passenger Ford Transit	Well was approved and installed Spring 2017. Students are now able to use clean water in both greenhouses, future greenhouse and green machines. Poly panels were approved and installed Spring 2017. This allowed for better sunlight to encourage an optimal climate for plant growth. Van was approved and delivered January 2017. This van replaced one of the older Dodge vans in the fleet to aid in student lab travel.
2017-18	Not Applicable	

Overall analysis of the strengths of the program
Provide narrative for analysis of the strengths of the program.

The Agribusiness Technology program uses online and hybrid courses to offer flexibility within the student's schedule. This allows the students to work part or full time while earning their degree. There is a good mix of classroom, laboratory, field and off campus experiences to allow the students to expand their skills and professional network. The program is broad enough to cover multiple areas of the agriculture industry. The part-time and full-time faculty are experienced and committed to student success. The Advisory Committee is active and participated in meeting the needs of students by providing feedback to faculty as well as being actively involved in providing internships and guidance to student employment. Faculty provide feedback to students and are actively involved in advising students as they change their pathway to success.

Overall analysis of the weaknesses of the program
Provide narrative for analysis of the weaknesses of the program.

In the last program review, a lack of full-time faculty and dedicated space was listed as a weakness. This still remains a weakness. We have, however, increased outdoor lab space by being awarded a Tobacco Trust Fund grant and adding "Green Machine's" to our technology. There are plans to construct a new high tunnel greenhouse to add diversity in alternative growing methods.

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Recommendations

- Complete 2018-2019 Program/Service Review/Outcome Assessment Recommendation Worksheet to address action items from program review and outcome analysis with target date; and methods to assess action items.
- File Review/Outcome and Assessment Recommendation Worksheet in Recommendation and Follow-Up folder.
- Recommendation follow-up reports to be addressed spring semester following review year (2019-20 and 2020-21).

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Recommendations from Program Review and Outcome Assessments
Name of Program: Agribusiness Technology

2018-2019 Program Review and Outcome Assessments Recommendations
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Outcome *(Identify projected outcomes as a result of your program/service review.)*	**Target Date** *(Identify your projected target date for completion of action items.)*	**Actions/strategies to achieve outcomes and how you will assess the action/strategy**
Retention – Fall to Fall Baseline is set at – 70.8% Standard is – 72% Target is – 74%	Spring 2022	Continue to use Aviso to identify students who may be at risk. Continue to actively advise students for course selections and registration.
Completions Baseline is set at – 13 Standard is – 14 Target is - 15	Spring 2022	Continue to identify potential graduates in certificate and AAS degree along with active advising of students.
Job Placement Baseline is set at – 100% Standard is – 100% Target is – 100%	Spring 2022	Continue to work with industry contacts, employers, HR representatives and advisory committee members to assist students in finding jobs.
Licensure/Certification Passing Rates (if applicable) -	NA	NA
Third-Party Credential (if applicable) –	NA	NA
Additional Recommendation - Remove PLO #4 and shift PLO #3 to 2020-21	Spring 2022	PLO #4 mirrors the ILO #1 & #2. To balance the collection and assessment out, we will move PLO #3 to 2020-21

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Approvals

- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Service Review and Outcome Assessment and Recommendations as submitted.

IE Acceptance / Date: Dorothy Moore _____

Administrator Approval / Date: _____ Patty Pfiffer _____

Program Review and Outcome Assessment, 2018-19