



“We Strive to Guarantee Quality and Excellence”

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

**T1 - Instructional Programs  
(Academic Degree & Certificate Programs)**

**Three Year Program Review**

**Degree / Certificate Program**

**AGRICULTURAL SCIENCE**

**Period of Three Year Review**

**Fall 2015 to Summer 2018**

Program Review Completed By:

Name	Title	Signature	Date
Fredrick Ikertang	Associate Professor	<i>Fredrick Ikertang</i>	03.29.2019

Program Review Certified By:

Name	Title	Signature	Date
Robert Ramarui	Dean, Academic Affairs	<i>Robert Ramarui</i>	3/29/19

Program Review Received By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date
Ligaya Sara	Institutional Researcher	<i>Ligaya Sara</i>	3/29/19

## **Purpose:**

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.



## **Instructions for completing Program Review:**

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
2. Individual instructions are included before each section. Examples are in **green**, remove when you start writing.
3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.
4. Required supporting documents must be included during submission.

Appendix A: CLOs – PLOs – ILOs Mapping (e-copy only)

Appendix B: Most Updated & Approved Outlines within this cycle (e-copy only)

Appendix C: Most Updated Program Modification with PLOs within this cycle (e-copy only)

Appendix D: FAMED grid of all course assessment data within review cycle  
(e-copy in pdf only)

5. Be sure to keep both hard and electronic copies for your file.

Note: Other college plans may include the 15-Year Institutional Master Plan, the 5-Year Technology Plan, Institutional Learning Outcomes, Institutional-Set Standards for Student Achievement, or other plans, such as an approved department plan or committee plan.

## **I. Academic Degree Program Purpose (Program Description) and Relationship to the College Mission**

1. State the purpose of this academic degree program below.

This program is designed to equip students with employability skills with technical expertise and scientific knowledge in crop and animal productions, to become future agriculturists, and successful entrepreneurs; or for the pursuit of a higher education in the field of Agricultural Science. It also develops concern and awareness of the students to protection and preservation of the eco-system.

2. How is the academic degree program supporting the overall mission of the College?

As an open- door for technical skills development and training institution for occupational programs, Agricultural Science courses are designed to meet all the required competencies for future employment of students, and become prospective entrepreneurs of their respective communities. The program provides the students with scientific knowledge in farm expertise, and specialized skills in line with the goals of sustainable agriculture as one of the priority programs of the College.

Agricultural Science supports the college Mission through it goals:

- To develop future Agricultural Technologists with competent skills and committed citizens to improve their respective communities.
- To promote the concepts of entrepreneurship and enable the graduates to fully participate in the economic stability of the country.
- To extend technical expertise and assistance that is supportive to the national agricultural policies to strengthen the agricultural sectors of their community.
- To develop concerns and awareness among students in preserving diversities

3. Provide a brief history of this academic degree program below. Include the updates of major changes and accomplishments since the last review.

The Agricultural Science courses started upon the expansion of the vocational education of the former Micronesia Occupational Center. It was due to the growing political awareness among the states and republics of Micronesia and because of the commitment of the United States of America to the economic and educational development. Funding permitted the addition of facilities and staff in 1976. In 1974, the Agriculture Program was included in the school's offerings and started with six (6) courses. The program started with a handful of students to demonstrate the importance of agriculture to the growing public of Micronesia, which predominantly depend on its agriculture economy. Despite limited resources, the program has demonstrated to its clientele the basic principles of agriculture by the establishment of crop and animal production projects in where the students were trained to become fully competent individuals in building the agriculture economy of their respective sectors. In May 1978, the Micronesia Occupational

Center, a distinctive and complementary part of the College of Micronesia expanded the courses in Agriculture due to the presidency of Kuniwo Nakamura, who initiated the importance of Agriculture, Tourism and Fishery, as the three (3) national occupational priorities, the college has continuously offered relevant agricultural courses that provide technical expertise leading to food security and sustainability for a strong Republic.

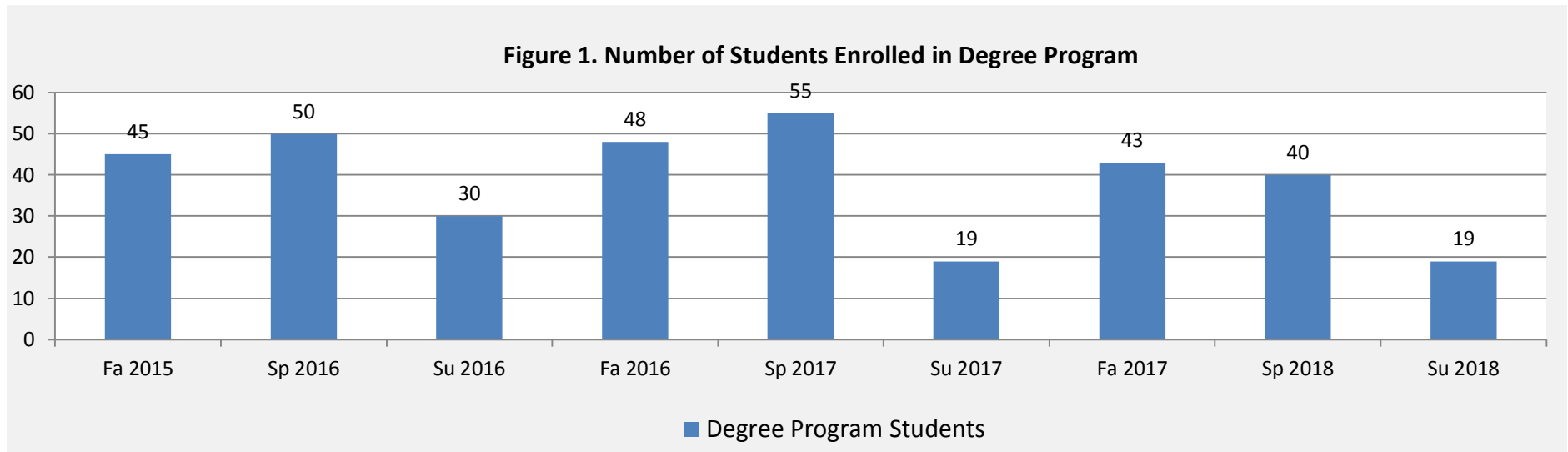
On April 2, 1993, Micronesian Occupational College officially became Palau Community College, which offers more technical courses with Agriculture as one of its complements to deliver its goals and objectives to its clientele. Over the years, Agricultural Science has been a regular program offered by the college providing scientific knowledge and technical expertise to students from the island in particular and the whole region of Micronesia in general.

Data shows, from the previous program review cycles, an increasing rate of enrollment in the Agricultural program. And as such, the PCC Agricultural program will continue its commitment to equip students with skills and knowledge necessary to find employment after graduation or pursue higher education in Agricultural science. The Agriculture program raises one of the best egg-laying breeds of chicken as well as two of the best breeds of swine for student learning experience. The poultry and swine production follows the dry litter method which allows the students to practice and understand the importance of water conservation and environmental protection.

PCC has recently hired a new full time faculty and chairperson for the Agriculture program. The new faculty was hired 2 semesters before the retirement of the current AG instructor. The purpose was for shadowing and gaining as much understanding of the AG program. The new faculty is an alumni off PCC in the AG program who pursued and earned a B.S. in Agricultural science and a MSc in Soil science and Organic agriculture.

## II. Program Data

### Degree Program Students – Number of Students Enrolled in this Degree Program



Provide summary of Figure 1 including its trends analysis.

Data shows that enrolment during Fall 2015, 2016, and 2018 averaged at 43.33 students with Fall 2016 having the most enrolled students at 55 and Fall 2017 with the least enrolment of 43 students. Enrolment for Spring 2016, 2017, and 2018 shows an average of 48.33 students. Summer 2016 had the most enrolled students at 30. These students were taking their internship with or without a general required course. Summer enrollment decreased to 19 students for both summer 2017 and 2018. The data shows a slight decrease in enrollment during Fall and Spring semesters from 2015 to 2018. Data also shows a 63% decrease in summer enrolment from 30 students in Summer 2016 to 19 students in Summer 2017 and remained the same for Summer 2018.

**Program Courses Data**  
*(Course Completion Data of Program Students in each Program Course)*

*You may insert more rows as needed*

Table 1a. Course Completion of Program Courses (Fall)

FA 2015					FA 2016					FA 2017				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
AG111	30	0	0	30	AG111	19	1	0	20	AG111	6	2	1	9
AG214	8	0	0	8	AG214	20	0	1	21	AG214	17	1	0	18
AG215	7	0	0	7	AG215	22	0	1	23	AG215	18	1	0	19
AG216	8	0	0	8	AG216	20	0	1	21	AG216	19	1	0	20
										AG223	4	0	0	4

Table 1b. Course Completion of Program Courses (Spring)

SP 2016					SP 2017					SP 2018				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
AG122	25	2	0	27	AG122	22	0	0	22	AG122	6	1	0	7
AG123	26	1	0	27	AG123	21	0	0	21	AG123	5	1	0	6
AG124	24	3	0	27	AG124	21	0	0	21	AG124	5	1	0	6
AG219	7	1	0	8	AG219	19	1	0	20	AG219	16	1	0	17
AG220	5	1	0	6	AG220	21	1	0	22	AG220	17	1	0	18
AG223	2	0	0	2	AG223	2	0	0	2	AG223	5	0	0	5

Table 1c. Course Completion of Program Courses (Summer)

SU 2016					SU 2017					SU 2018				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
AG223	4	0	0	4	AG223	7	0	0	7	AG223	10	0	0	10

Provide summary of Tables 1a, 1b & 1c including its trends analysis.

In Fall 2015, all program students enrolled in the AG major courses passed with a 100% completion rate. In Fall 2016, enrolled program students in the AG major courses passed with a 95% completion rate, with 1 student who failed and 3 students who withdrew. In Fall 2017, program students passed with an overall completion rate of 92%, with 5 students who failed and 1 who withdrew. The number of students failing slightly increased in the Fall semesters from Fall 2015 to Fall 2017. The overall passing rate slightly decreased, but still remained above 90%. Data for Spring semesters shows a slight decrease in the number of failing students from 8 in 2016 to 2 in 2017 and 5 in 2018. The total number of students who failed in the Spring semesters was 15 but the overall passing rate averaged at 94%. The number of program students enrolled in summer internship increased from 4 in Summer 2016 to 7 in 2017 and finally to 10 in 2018 with a 100% completion rate.

**Program Courses Data**  
**Course Completion Data of ALL Students in each Program Course**  
*(Does not apply for LA and SD Programs)*

*You may insert more rows as needed*

Table 2a. Course Completion of Program Courses (Fall)

FA 2015					FA 2016					FA 2017				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
AG111	32	2	0	34	AG111	23	1	0	24	AG111	6	2	1	9
AG214	8	0	0	8	AG214	20	0	1	21	AG214	17	1	0	18
AG215	7	0	0	7	AG215	22	0	1	23	AG215	18	1	0	19
AG216	8	0	0	8	AG216	20	0	1	21	AG216	19	1	0	20
										AG223	4	0	0	4

Table 2b. Course Completion of Program Courses (Spring)

SP 2016					SP 2017					SP 2018				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
AG122	25	2	0	27	AG122	24	0	0	24	AG122	6	1	0	7
AG123	26	1	0	27	AG123	23	0	0	23	AG123	5	1	0	6
AG124	24	3	0	27	AG124	23	0	0	23	AG124	5	1	0	6
AG219	7	1	0	8	AG219	19	1	0	20	AG219	16	1	0	17
AG220	5	1	0	6	AG220	21	1	0	22	AG220	17	1	0	18
AG223	2	0	0	2	AG223	2	0	0	2	AG223	5	0	0	5

Table 2c. Course Completion of Program Courses (Summer)

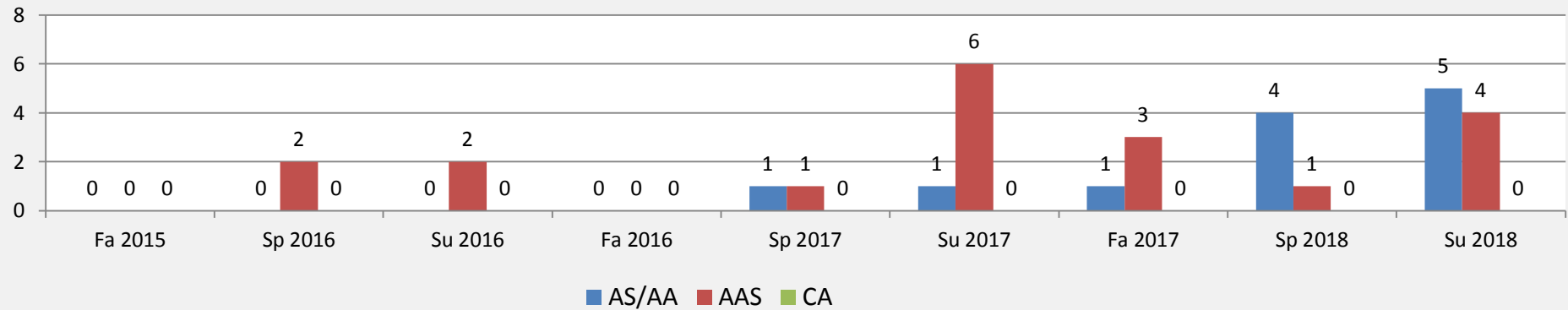
SU 2016					SU 2017					SU 2018				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
AG223	4	0	0	4	AG223	7	0	0	7	AG223	10	0	0	10



Provide summary of Tables 2a, 2b & 2c including its trends analysis.

There is no significant difference between the two tables (table 1a-c and table 2a-c). The only difference is that 4 non-AG major students enrolled in AG 111 as either for their science requirement or as an elective. The trend remains the same with the completion rate for all Fall semesters at above 90% and for all Spring semesters at above 90% as well. The Summer internships remained exactly the same with the same number of students and overall completion rate of 100%.

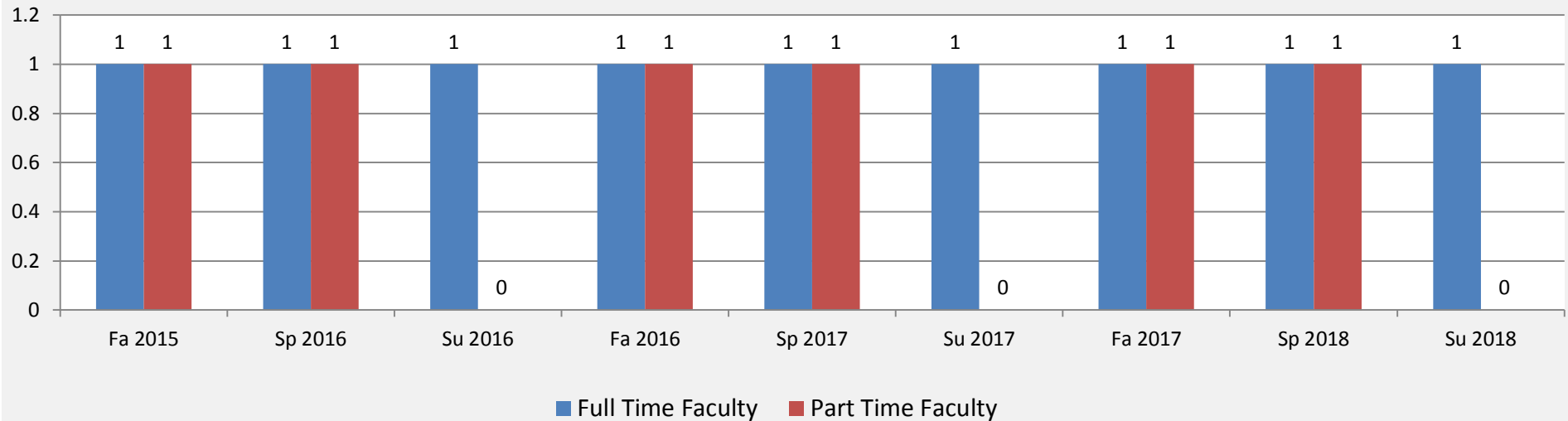
Figure 2. Number of Graduates



Provide summary of Figure 2 including its trends analysis.

The bar chart shows that there were more graduates under the AAS degree program at 19 followed by the graduates under the AS/AA degree program at 12 students. Summer 2017 shows the highest number of students graduating under the AAS degree program. Data shows a very slight increase in the number of graduates under the AS/AA degree program from 1 graduate in Spring 2017 to 5 graduates in Summer 2018.

Figure 3. Faculty Head Count



Provide summary of Figure 3 including its trends analysis.

The number of full time and part time faculties has been reduced since the previous cycle. During Fall and Spring semesters, from Fall 2015 to Spring 2018, there were one full time faculty and one part time faculty. There was one full time faculty for Summer 2016 to Summer 2018.

### III. Student Learning and Curriculum

School Year	How many program courses are there? (refer to catalog or recent approval by CPC)	% of courses with Identified CLOs	List all revised program courses outlines or proposed new courses that received CPC approval within this review cycle	% of PLOs aligned with ILOs
Fa'15-Su'16	10	100%	AG 223	100%
Fa'16-Su'17	10	100%	AG 214, AG 122	100%
Fa'17-Su'18	10	100%		100%

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals. If any course and/or the degree or the certificate program went through the validity process, include the information here.

All AG CLO's are tied-up to program learning outcomes (PLO's). The relationships between each CLO and PLO have provided direct links to achieve its effectiveness in meeting the learning objectives. The course assessments have provided an accurate means to evaluate students' progress and to address weaknesses. It provides measures towards improvements to meet the expected learning outcomes. Results of the previous course assessments indicated above average comprehension of students to the different courses learning outcomes.

The assessment of program learning outcomes has provided improvements in achieving its objectives. Identified areas of concern are strengthen after assessments to further its improvements. CLOs are also tied up with ILO's which has provided guidance and gives added challenge to students to attain satisfactory completion of their degrees. This has led to more graduates that are well placed in their respective jobs.

There are ten (10) required program courses. Three of these courses have recently been updated (AG 122, AG 214, and AG 223) and approved by CPC. Four program courses (AG 123, AG 124, AG 219, AG 220) have been updated and awaiting CPC approval.

The internship course for the AG program has been revised so employers or site supervisors are now doing the evaluation of the students. This provides an opportunity for students to work directly under the supervision of outside agencies/employer. These supervisor evaluations ensure the college that its graduates are meeting employment and other applicable standards. Recent feedback or comments from site supervisors show internship students from Agriculture have met the standards at levels of above average to excellence.

#### IV. Course Assessment Data

Year 1: School Year 2015-2016

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments <b>(Do not combine CLO results; report individual CLO results ONLY.)</b>
Fall 2015	AG 111	CLO 1-PLOs 2, 3-ILOs 1, 2, 3, 4, 5	88% of the students assessed performed at the proficiency level.
		CLO 2-PLO 1, 3, 4-ILOs 1, 2, 3, 4, 5	56% of the students assessed performed at the proficiency level.
		CLO 3-PLOs 1, 2-ILOs 1, 2, 5	63% of the students assessed performed at the proficiency level.
		CLO 4-PLO 1-ILO 5	69% of the students assessed performed at the proficiency level.
		CLO 5-PLOs 1,2, 4-ILOs 2, 4, 5	56% of the students assessed performed at the proficiency level.
	AG 214	CLO 1-PLOs 1 to 4-ILOs 1, 3, 4, 5	100% of students obtained an average rating of 4 equivalents to Above Average.
		CLO 2-PLOs 1, 4-ILOs 1, 4	88% of the students obtained an average rating of 3 equivalent to Average.
		CLO 3-PLOs 1, 2-ILOs 3, 4, 5	100% of the students obtained an average rating of 4 equivalent to Above Average
		CLO 4-PLOs 1, 2-ILOs 3, 4, 5	100% of the students obtained an average rating of 5 equivalents to Excellent
		CLO 5-PLOs 1, 2-ILOs 3, 4	100% of the students obtained an average rating of 4 equivalents to Above Average.
	AG 215	CLO 1-PLO-1-ILO 2	100% of the students achieved a rating of 4 equivalent to Above Average.
		CLO 2-PLO 1-ILO 2	100% of students achieved a rating of 3.6 equivalent to Above Average competency
		CLO 3-PLOs 1, 3-ILOs 1, 3, 6	100% of the students achieved a rating of 4 equivalent to Above Average competency
		CLO 4-PLO 2-ILO 6	100% of the students achieved a rating of 4 equivalent to Above Average competency
		CLO 5-PLOs 1, 2-ILOs 2, 6	100% of students achieved a rating of 4 equivalent to Above Average competency
		CLO 6-PLOs 1, 2, 4-ILOs 2, 3, 4, 5	100% of students achieved a rating of 4 equivalent to Above Average competency
		CLO 7-PLOs 1 TO 4-ILOs 1, 2, 3, 4, 5	100% of students achieved a rating of 4 equivalent to Above Average competency
	AG 216	CLO 1-PLOs 1, 2-ILOs 1, 3, 4	100% of the students obtained an average competency rating of 4 equivalents to Above Average.
		CLO 2-PLOs 1 to 4-ILOs 4, 5, 6	100% of the students obtained an average rating of 4 equivalents to Above Average.
		CLO 3-PLOs 1 to 4-ILOs 1, 2, 3, 6	100% of the students obtained an average rating of 4 equivalents to Above Average.
		CLO 4-PLOs 1 to 4-ILOs 2, 6	100% of the students obtained an average rating of 4 equivalents to Above Average.
		CLO 5-PLOs 1 to 4-ILOs 2, 3, 6	100% of the students obtained an average rating of 4 equivalents to Above Average.

Semesters Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Spring 2016	AG 122	CLO 1-PLOS1-4-ILOs 2,5	100% of the students assessed performed at proficiency level
		CLO 2-PLOs 1,3,4,5-ILOs 1,3, 4, 5	100% of the students assessed performed at proficiency level
		CLO 3-PLOs1, 2-ILOs 1, 3,	100% of the students assessed performed at proficiency level
		CLO 4-PLOs 1, 2, 3-ILOs 1, 3, 4	100% of the students assessed performed at proficiency level
		CLO 5-PLO 2, 3-ILOs 4, 5	100% of the students assessed performed at proficiency level
	AG 123	CLO 1-PLOs 2,3-ILOs 2, 3	92% of the student assessed performed at the proficiency level.
		CLO 2-PLOs 1, 2, 4-ILO 2	69% of the student assessed performed at the proficiency level.
		CLO 3-PLOs 1 to 4-ILOs 1, 2, 3, 5	92% of the student assessed performed at the proficiency level.
		CLO 4-PLOs 1, 2, 4-ILOs 1, 3, 5	69% of the student assessed performed at the proficiency level.
		CLO 5-PLOs 1, 3-ILOs 1, 2, 4	100% of the student assessed performed at the proficiency level.
	AG 124	CLO 1-PLOs 1-ILO 2	100% of the students assessed performed at proficiency level
		CLO 2-PLOs 1-ILO 4	100% of the students assessed performed at proficiency level
		CLO 3-PLOs 1, 2-ILOs 1, 3, 4	100% of the students assessed performed at proficiency level
		CLO 4-PLOs 3, 4-ILOs 1, 2, 3, 4, 5	100% of the students assessed performed at proficiency level
		CLO 5-PLOs 1, 2, 4-ILOs 1, 2, 3, 5	100% of the students assessed performed at proficiency level
	AG 219	CLO 1-PLOs 1, 2, 4-ILOs 1, 3, 4, 5	100% of the student assessed performed at the proficiency level.
		CLO 2-PLOs 1, 2, 4-ILOs 1, 2, 4	100% of the student assessed performed at the proficiency level.
		CLO 3-PLOs 1, 2, 4-ILOs 1, 2,	100% of the student assessed performed at the proficiency level.
		CLO 4-PLOs 1, 2, 4 ILOs 3, 4, 5	86% of the student assessed performed at the proficiency level.
		CLO 5-PLOs 1, 3, 4-ILOs 1, 2, 3, 4, 5	100% of the student assessed performed at the proficiency level.
	AG 220	CLO 1-PLOs 1, 4-ILO 2	100% of the student assessed performed at the proficiency level.
		CLO 2-PLOs 1, 4-ILO 2	100% of the student assessed performed at the proficiency level.
		CLO 3-PLOs 1, 4-ILOs 1, 4, 5	100% of the student assessed performed at the proficiency level.
		CLO 4-PLOs 1 to 4-ILOs 1, 3, 4, 5	86% of the student assessed performed at the proficiency level.
		CLO 5-PLOs 2, 3, 4-ILOs 1, 2, 3, 4	100% of the student assessed performed at the proficiency level.

	Ag 223	CLO 1-PLOs 1-4-ILOs 1, 2	100% of the students assessed performed at the proficiency level.
		CLO 2-PLOs 1-4 - ILOs 1, 2,5	100% of the students assessed performed at the proficiency level.
Summer 2016	Ag 223	CLO 1-PLOs 1-4-ILOs 1, 2	100% of the students assessed performed at the proficiency level.
		CLO 2-PLOs 1-4 - ILOs 1, 2,5	100% of the students assessed performed at the proficiency level.

Year 2: School Year 2016-2017

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2016	AG 111	CLO 1-PLOs 2, 3-ILOs 1, 2, 3, 4, 5	65% of the students assessed performed at proficiency level.
		CLO 2-PLO 1, 3, 4-ILOs 1, 2, 3, 4, 5	70% of the students assessed performed at the proficiency level.
		CLO 3-PLOs 1, 2-ILOs 1, 2, 5	90% of the students assessed performed at the proficiency level.
		CLO 4-PLO 1-ILO 5	80% of the students assessed performed at the proficiency level.
		CLO 5-PLOs 1,2, 4-ILOs 2, 4, 5	70% of the students assessed performed at the proficiency level.
	AG 214	CLO 1-PLOs 1 to 4-ILOs 1, 3, 4, 5	100% of students performed at proficiency level
		CLO 2-PLOs 1, 4-ILOs 1, 4	100% of the students performed at proficiency level
		CLO 3-PLOs 1, 2-ILOs 3, 4, 5	100% of the students performed at proficiency level
		CLO 4-PLOs 1, 2-ILOs 3, 4, 5	100% of the students performed at proficiency level
		CLO 5-PLOs 1, 2-ILOs 3, 4	100% of the students performed at proficiency level
	AG 215	CLO 1-PLO-1-ILO 2	100% of the students performed at proficiency level
		CLO 2-PLO 1-ILO 2	100% of students performed at proficiency level
		CLO 3-PLOs 1, 3-ILOs 1, 3, 6	100% of students performed at proficiency level
		CLO 4-PLO 2-ILO 6	100% of the students performed at proficiency level
		CLO 5-PLOs 1, 2-ILOs 2, 6	100% of the students performed at proficiency level.
		CLO 6-PLOs 1, 2, 4-ILOs 2, 3, 4, 5	100% of students performed at proficiency level.
		CLO 7-PLOs 1 TO 4-ILOs 1, 2, 3, 4, 5	100% of students performed at proficiency level.
	AG 216	CLO 1-PLOs 1, 2-ILOs 1, 3, 4	100% of the students performed at proficiency level
		CLO 2-PLOs 1 to 4-ILOs 4, 5, 6	100% of the students performed at proficiency level
		CLO 3-PLOs 1 to 4-ILOs 1, 2, 3, 6	100% of the students performed at proficiency level.
		CLO 4-PLOs 1 to 4-ILOs 2, 6	100% of the students performed at proficiency level
		CLO 5-PLOs 1 to 4-ILOs 2, 3, 6	100% of the students performed at proficiency level

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Spring 2017	AG 122	CLO 1-PLOS1-4-ILOs 2,5	100% of the students performed at proficiency level
		CLO 2-PLOs 1,3,4,5-ILOs 1,3, 4, 5	100% of the students performed at proficiency level
		CLO 3-PLOs1, 2-ILOs 1, 3,	100% of the students performed at proficiency level
		CLO 4-PLOs 1, 2, 3-ILOs 1, 3, 4	100% of the students performed at proficiency level
		CLO 5-PLO 2, 3-ILOs 4, 5	100% of the students performed at proficiency level
	AG 123	CLO 1-PLOs 2,3-ILOs 2, 3	90% of the students performed at proficiency level
		CLO 2-PLOs 1, 2, 4-ILO 2	85% of the students performed at proficiency level
		CLO 3-PLOs 1 to 4-ILOs 1, 2, 3, 5	100% of the students performed at proficiency level
		CLO 4-PLOs 1, 2, 4-ILOs 1, 3, 5	90% of the students performed at proficiency level
		CLO 5-PLOs 1, 3-ILOs 1, 2, 4	90% of the students performed at proficiency level
	AG 124	CLO 1-PLOs 1-ILO 2	100% of the students performed at proficiency level
		CLO 2-PLOs 1-ILO 4	100% of the students performed at proficiency level
		CLO 3-PLOs 1, 2-ILOs 1, 3, 4	100% of the students performed at proficiency level
		CLO 4-PLOs 3, 4-ILOs 1, 2, 3, 4, 5	100% of the students performed at proficiency level
		CLO 5-PLOs 1, 2, 4-ILOs 1, 2, 3, 5	100% of the students performed at proficiency level
	AG 219	CLO 1-PLOs 1, 2, 4-ILOs 1, 3, 4, 5	100% of the students performed at proficiency level
		CLO 2-PLOs 1, 2, 4-ILOs 1, 2, 4	100% of the students performed at proficiency level
		CLO 3-PLOs 1, 2, 4-ILOs 1, 2,	100% of the students performed at proficiency level
		CLO 4-PLOs 1, 2, 4 ILOs 3, 4, 5	100% of the students performed at proficiency level
		CLO 5-PLOs 1, 3, 4-ILOs 1, 2, 3, 4, 5	100% of the students performed at proficiency level
	AG 220	CLO 1-PLOs 1, 4-ILO 2	100% of the students performed at proficiency level
		CLO 2-PLOs 1, 4-ILO 2	100% of the students performed at proficiency level
		CLO 3-PLOs 1, 4-ILOs 1, 4, 5	100% of the students performed at proficiency level
		CLO 4-PLOs 1 to 4-ILOs 1, 3, 4, 5	100% of the students performed at proficiency level
		CLO 5-PLOs 2, 3, 4-ILOs 1, 2, 3, 4	100% of the students performed at proficiency level
	Ag 223	CLO 1-PLOs 1-4-ILOs 1, 2, 3	100% of the students performed at proficiency level
		CLO 2-PLOs 1-4 - ILOs 1, 2, 5	100% of the students performed at proficiency level
Summer 2016	Ag 223	CLO 1-PLOs 1-4-ILOs 1, 2, 3	100% of the students performed at proficiency level
		CLO 2-PLOs 1-4 - ILOs 1, 2, 5	100% of the students performed at proficiency level



Year 3: School Year 2017 – 2018

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2017	AG 111	CLO 1-PLOs 2, 3-ILOs 1, 2, 3, 4, 5	57% of the students performed at proficiency level
		CLO 2-PLO 1, 3, 4-ILOs 1, 2, 3, 4, 5	71% of the students performed at proficiency level
		CLO 3-PLOs 1, 2-ILOs 1, 2, 5	57% of the students performed at proficiency level
		CLO 4-PLO 1-ILO 5	71% of the students performed at proficiency level
		CLO 5-PLOs 1,2, 4-ILOs 2, 4, 5	71% of the students performed at proficiency level
	AG 214	CLO 1-PLOs 1 to 4-ILOs 1, 3, 4, 5	100% of the students performed at proficiency level
		CLO 2-PLOs 1, 4-ILOs 1, 4	100% of the students performed at proficiency level
		CLO 3-PLOs 1, 2-ILOs 3, 4, 5	100% of the students performed at proficiency level
		CLO 4-PLOs 1, 2-ILOs 3, 4, 5	100% of the students performed at proficiency level
		CLO 5-PLOs 1, 2-ILOs 3, 4	100% of the students performed at proficiency level
	AG 215	CLO 1-PLO-1-ILO 2	100% of the students performed at proficiency level
		CLO 2-PLO 1-ILO 2	100% of the students performed at proficiency level
		CLO 3-PLOs 1, 3-ILOs 1, 3, 6	100% of the students performed at proficiency level
		CLO 4-PLO 2-ILO 6	100% of the students performed at proficiency level
		CLO 5-PLOs 1, 2-ILOs 2, 6	100% of the students performed at proficiency level
		CLO 6-PLOs 1, 2, 4-ILOs 2, 3, 4, 5	100% of the students performed at proficiency level
		CLO 7-PLOs 1 TO 4-ILOs 1, 2, 3, 4, 5	100% of the students performed at proficiency level
	AG 216	CLO 1-PLOs 1, 2-ILOs 1, 3, 4	100% of the students performed at proficiency level
		CLO 2-PLOs 1 to 4-ILOs 4, 5, 6	100% of the students performed at proficiency level
		CLO 3-PLOs 1 to 4-ILOs 1, 2, 3, 6	100% of the students performed at proficiency level
		CLO 4-PLOs 1 to 4-ILOs 2, 6	100% of the students performed at proficiency level
		CLO 5-PLOs 1 to 4-ILOs 2, 3, 6	100% of the students performed at proficiency level
	Ag 223	CLO 1-PLOs 1-4-ILOs 1-6	100% of the students performed at proficiency level
		CLO 2-PLOs 1-4-ILOs 1-6	100% of the students performed at proficiency level
Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Spring 2018	AG 122	CLO 1-PLOs 1-4-ILOs 2,5	100% of the students performed at proficiency level
		CLO 2-PLOs 1,3,4,5-ILOs 1,3, 4, 5	100% of the students performed at proficiency level
		CLO 3-PLOs 1, 2-ILOs 1, 3,	100% of the students performed at proficiency level

		CLO 4-PLOs 1, 2, 3-ILOs 1, 3, 4	100% of the students performed at proficiency level
		CLO 5-PLO 2, 3-ILOs 4, 5	100% of the students performed at proficiency level
	AG 123	CLO 1-PLOs 2,3-ILOs 2, 3	100% of the students performed at proficiency level
		CLO 2-PLOs 1, 2, 4-ILO 2	80% of the students performed at proficiency level
		CLO 3-PLOs 1 to 4-ILOs 1, 2, 3, 5	100% of the students performed at proficiency level
		CLO 4-PLOs 1, 2, 4-ILOs 1, 3, 5	80% of the students performed at proficiency level
		CLO 5-PLOs 1, 3-ILOs 1, 2, 4	100% of the students performed at proficiency level
	AG 124	CLO 1-PLOs 1-ILO 2	100% of the students performed at proficiency level
		CLO 2-PLOs 1-ILO 4	100% of the students performed at proficiency level
		CLO 3-PLOs 1, 2-ILOs 1, 3, 4	100% of the students performed at proficiency level
		CLO 4-PLOs 3, 4-ILOs 1, 2, 3, 4, 5	100% of the students performed at proficiency level
		CLO 5-PLOs 1, 2, 4-ILOs 1, 2, 3, 5	100% of the students performed at proficiency level
	AG 219	CLO 1-PLOs 1, 2, 4-ILOs 1, 3, 4, 5	100% of the students performed at proficiency level
		CLO 2-PLOs 1, 2, 4-ILOs 1, 2, 4	100% of the students performed at proficiency level
		CLO 3-PLOs 1, 2, 4-ILOs 1, 2,	100% of the students performed at proficiency level
		CLO 4-PLOs 1, 2, 4 ILOs 3, 4, 5	100% of the students performed at proficiency level
		CLO 5-PLOs 1, 3, 4-ILOs 1, 2, 3, 4, 5	100% of the students performed at proficiency level
	AG 220	CLO 1-PLOs 1, 4-ILO 2	100% of the students performed at proficiency level
		CLO 2-PLOs 1, 4-ILO 2	100% of the students performed at proficiency level
		CLO 3-PLOs 1, 4-ILOs 1, 4, 5	100% of the students performed at proficiency level
		CLO 4-PLOs 1 to 4-ILOs 1, 3, 4, 5	100% of the students performed at proficiency level
		CLO 5-PLOs 2, 3, 4-ILOs 1, 2, 3, 4	100% of the students performed at proficiency level
	Ag 223	CLO 1-PLOs 1-4-ILOs 1, 2, 4, 5	100% of the students performed at proficiency level
		CLO 2-PLOs 1-4 - ILOs 1, 2, 4, 5	100% of the students performed at proficiency level
Summer 2018	Ag 223	CLO 1-PLOs 1-4-ILOs 1, 2, 4, 5	100% of the students performed at proficiency level
		CLO 2-PLOs 1-4 - ILOs 1, 2, 4, 5	100% of the students performed at proficiency level

Provide Summary of Course Assessment Data with analysis results in the box below. Summary should include how assessment results have led to improvement of course and program learning outcomes, student learning and student achievement.

Averaging the overall percent of students who performed at the proficiency level in all AG courses per school year shows similar results with school year 2015-2016 showing an average of 94% of students performed at the proficiency level. For school year 2016-2017, an average of 97% of students performed at the proficiency level and for school year 2017-2018, an average of 96% of students assessed performed at the proficiency level. Looking at individual courses per school year, during Fall 2015 course assessment for AG 111, data shows that students assessed for CLOs 2 to 5 performed below the proficiency level. The expected outcome of 70% was not met. Similarly, course assessment for AG 111 for Fall 2017 shows the students assessed for CLO 1 and CLO 3 performed below the proficiency level, again not meeting the expected outcome of 70%. Data shows that only AG 111 in this cycle had students perform below the proficiency level. Necessary adjustments/changes are being made to address this issue.

## V. Program Learning Outcomes (PLOs) Assessment

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments <b>(Do not combine PLO results; report individual PLO result.)</b>
2015-16	PLO 1	AG 111 CLO 1 – 88% AG 111 CLO 2 – 56% AG 111 CLO 3 – 63% AG 111 CLO 4 – 69% AG 111 CLO 5 – 56% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 122 CLO 3 – 100% AG 122 CLO 4 – 100% AG 123 CLO 2 – 69% AG 123 CLO 4 – 69% AG 123 CLO 5 – 100% AG 124 CLO 1 – 100% AG 124 CLO 2 – 100% AG 124 CLO 3 – 100% AG 124 CLO 5 – 100% AG 214 CLO 1 – 100% AG 214 CLO 2 – 88% AG 214 CLO 3 – 100% AG 214 CLO 4 – 100% AG 214 CLO 5 – 100% AG 215 CLO 2 – 100% AG 215 CLO 3 – 100% AG 215 CLO 5 – 100% AG 215 CLO 6 – 100% AG 215 CLO 7 – 100% AG 216 CLO 1 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100% AG 216 CLO 4 – 100% AG 216 CLO 5 – 100% AG 219 CLO 1 – 100% AG 219 CLO 2 – 100% AG 219 CLO 3 – 100% AG 219 CLO 4 – 86% AG 220 CLO 1 – 100% AG 220 CLO 2 – 100% AG 220 CLO 3 – 100% AG 220 CLO 4 – 100% AG 223 CLO 1 – 100% AG 223 CLO 2 – 100%	94% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

	PLO 2	AG 111 CLO 1 – 88% AG 111 CLO 2 – 56% AG 111 CLO 3 – 63% AG 111 CLO 5 – 56% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 122 CLO 3 – 100% AG 122 CLO 4 – 100% AG 122 CLO 5 – 100% AG 123 CLO 1 – 92% AG 123 CLO 2 – 69% AG 123 CLO 4 – 69% AG 124 CLO 3 – 100% AG 124 CLO 5 – 100% AG 214 CLO 1 – 100% AG 214 CLO 3 – 100% AG 214 CLO 4 – 100% AG 214 CLO 5 – 100% AG 215 CLO 3 – 100% AG 215 CLO 4 – 100% AG 215 CLO 5 – 100% AG 215 CLO 6 – 100% AG 215 CLO 7 – 100% AG 216 CLO 1 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100% AG 216 CLO 4 – 100% AG 216 CLO 5 – 100% AG 219 CLO 1 – 100% AG 219 CLO 2 – 100% AG 219 CLO 3 – 100% AG 219 CLO 4 – 86% AG 220 CLO 3 – 100% AG 220 CLO 4 – 100% AG 220 CLO 5 – 100% AG 223 CLO 1 – 100% AG 223 CLO 2 – 100%	94% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 3	AG 111 CLO 1 – 88% AG 111 CLO 2 – 56% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 122 CLO 4 – 100% AG 122 CLO 5 – 100% AG 123 CLO 1 – 92% AG 123 CLO 5 – 100% AG 124 CLO 4 – 100% AG 214 CLO 1 – 100% AG 215 CLO 7 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100% AG 216 CLO 4 – 100%	97% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

		AG 216 CLO 5 – 100% AG 219 CLO 5 – 100% AG 220 CLO 4 – 100% AG 220 CLO 5 – 100% AG 223 CLO 1 – 100% AG 223 CLO 2 – 100%	
	PLO 4	AG 111 CLO 2 – 56% AG 111 CLO 5 – 56% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 123 CLO 2 – 69% AG 123 CLO 4 – 69% AG 124 CLO 4 – 100% AG 124 CLO 5 – 100% AG 214 CLO 1 – 100% AG 214 CLO 2 – 88% AG 215 CLO 6 – 100% AG 215 CLO 7 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100% AG 216 CLO 4 – 100% AG 216 CLO 5 – 100% AG 219 CLO 1 – 100% AG 219 CLO 2 – 100% AG 219 CLO 3 – 100% AG 219 CLO 4 – 86% AG 219 CLO 5 – 100% AG 220 CLO 1 – 100% AG 220 CLO 2 – 100% AG 220 CLO 3 – 100% AG 220 CLO 4 – 100% AG 220 CLO 5 – 100% AG 223 CLO 1 – 100% AG 223 CLO 2 – 100%	94% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
2016-2017	PLO 1	AG 111 CLO 1 – 65% AG 111 CLO 2 – 70% AG 111 CLO 3 – 90% AG 111 CLO 4 – 80% AG 111 CLO 5 – 70% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 122 CLO 3 – 100% AG 122 CLO 4 – 100% AG 123 CLO 2 – 85% AG 123 CLO 4 – 90% AG 123 CLO 5 – 90% AG 124 CLO 1 – 100% AG 124 CLO 2 – 100% AG 124 CLO 3 – 100% AG 124 CLO 5 – 100% AG 214 CLO 1 – 100%	96% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

		AG 214 CLO 2 – 100% AG 214 CLO 3 – 100% AG 214 CLO 4 – 100% AG 214 CLO 5 – 100% AG 215 CLO 2 – 100% AG 215 CLO 3 – 100% AG 215 CLO 5 – 100% AG 215 CLO 6 – 100% AG 215 CLO 7 – 100% AG 216 CLO 1 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100% AG 216 CLO 4 – 100% AG 216 CLO 5 – 100% AG 219 CLO 1 – 100% AG 219 CLO 2 – 100% AG 219 CLO 3 – 100% AG 219 CLO 4 – 100% AG 220 CLO 1 – 100% AG 220 CLO 2 – 100% AG 220 CLO 3 – 100% AG 220 CLO 4 – 100% AG 223 CLO 1 – 100% AG 223 CLO 2 – 100%	
	PLO 2	AG 111 CLO 1 – 65% AG 111 CLO 2 – 70% AG 111 CLO 3 – 90% AG 111 CLO 5 – 70% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 122 CLO 3 – 100% AG 122 CLO 4 – 100% AG 122 CLO 5 – 100% AG 123 CLO 1 – 90% AG 123 CLO 2 – 85% AG 123 CLO 4 – 90% AG 124 CLO 3 – 100% AG 124 CLO 5 – 100% AG 214 CLO 1 – 100% AG 214 CLO 3 – 100% AG 214 CLO 4 – 100% AG 214 CLO 5 – 100% AG 215 CLO 3 – 100% AG 215 CLO 4 – 100%	96% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

		AG 215 CLO 5 – 100% AG 215 CLO 6 – 100% AG 215 CLO 7 – 100% AG 216 CLO 1 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100% AG 216 CLO 4 – 100% AG 216 CLO 5 – 100% AG 219 CLO 1 – 100% AG 219 CLO 2 – 100% AG 219 CLO 3 – 100% AG 219 CLO 4 – 86% AG 220 CLO 3 – 100% AG 220 CLO 4 – 100% AG 220 CLO 5 – 100%	
	PLO 3	AG 111 CLO 1 – 65% AG 111 CLO 2 – 70% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 122 CLO 4 – 100% AG 122 CLO 5 – 100% AG 123 CLO 1 – 90% AG 123 CLO 5 – 90% AG 124 CLO 4 – 100% AG 214 CLO 1 – 100% AG 215 CLO 7 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100% AG 216 CLO 4 – 100% AG 216 CLO 5 – 100% AG 219 CLO 5 – 100% AG 220 CLO 4 – 100% AG 220 CLO 5 – 100% AG 223 CLO 1 – 100% AG 223 CLO 2 – 100%	96% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 4	AG 111 CLO 2 – 65% AG 111 CLO 5 – 70% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 123 CLO 2 – 85% AG 123 CLO 4 – 90% AG 124 CLO 4 – 100% AG 124 CLO 5 – 100% AG 214 CLO 1 – 100% AG 214 CLO 2 – 100% AG 215 CLO 6 – 100% AG 215 CLO 7 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100% AG 216 CLO 4 – 100% AG 216 CLO 5 – 100%	97% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.



		AG 219 CLO 1 – 100% AG 219 CLO 2 – 100% AG 219 CLO 3 – 100% AG 219 CLO 4 – 100% AG 219 CLO 5 – 100% AG 220 CLO 1 – 100% AG 220 CLO 2 – 100% AG 220 CLO 3 – 100% AG 220 CLO 4 – 100% AG 220 CLO 5 – 100% AG 223 CLO 1 – 100% AG 223 CLO 2 – 100%	
2017-2018	PLO 1	AG 111 CLO 1 – 57% AG 111 CLO 2 – 71% AG 111 CLO 3 – 57% AG 111 CLO 4 – 71% AG 111 CLO 5 – 71% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 122 CLO 3 – 100% AG 122 CLO 4 – 100% AG 123 CLO 2 – 80% AG 123 CLO 4 – 80% AG 123 CLO 5 – 100% AG 124 CLO 1 – 100% AG 124 CLO 2 – 100% AG 124 CLO 3 – 100% AG 124 CLO 5 – 100% AG 214 CLO 1 – 100% AG 214 CLO 2 – 100% AG 214 CLO 3 – 100% AG 214 CLO 4 – 100% AG 214 CLO 5 – 100% AG 215 CLO 2 – 100% AG 215 CLO 3 – 100% AG 215 CLO 5 – 100% AG 215 CLO 6 – 100% AG 215 CLO 7 – 100% AG 216 CLO 1 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100% AG 216 CLO 4 – 100% AG 216 CLO 5 – 100% AG 219 CLO 1 – 100% AG 219 CLO 2 – 100% AG 219 CLO 3 – 100% AG 219 CLO 4 – 100% AG 220 CLO 1 – 100% AG 220 CLO 2 – 100% AG 220 CLO 3 – 100% AG 220 CLO 4 – 100% AG 223 CLO 1 – 100%	93% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

		AG 223 CLO 2 – 90%	
	PLO 2	AG 111 CLO 1 – 57% AG 111 CLO 2 – 71% AG 111 CLO 3 – 57% AG 111 CLO 5 – 71% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 122 CLO 3 – 100% AG 122 CLO 4 – 100% AG 122 CLO 5 – 100% AG 123 CLO 1 – 100% AG 123 CLO 2 – 80% AG 123 CLO 4 – 80% AG 124 CLO 3 – 100% AG 124 CLO 5 – 100% AG 214 CLO 1 – 100% AG 214 CLO 3 – 100% AG 214 CLO 4 – 100% AG 214 CLO 5 – 100% AG 215 CLO 3 – 100% AG 215 CLO 4 – 100% AG 215 CLO 5 – 100% AG 215 CLO 6 – 100% AG 215 CLO 7 – 100% AG 216 CLO 1 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100% AG 216 CLO 4 – 100% AG 216 CLO 5 – 100% AG 219 CLO 1 – 100% AG 219 CLO 2 – 100% AG 219 CLO 3 – 100% AG 219 CLO 4 – 100% AG 220 CLO 3 – 100% AG 220 CLO 4 – 100% AG 220 CLO 5 – 100% AG 223 CLO 1 – 100% AG 223 CLO 2 – 90%	95% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 3	AG 111 CLO 1 – 57% AG 111 CLO 2 – 71% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 122 CLO 4 – 100% AG 122 CLO 5 – 100% AG 123 CLO 1 – 100% AG 123 CLO 5 – 100% AG 124 CLO 4 – 100% AG 214 CLO 1 – 100% AG 215 CLO 7 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100%	96% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

		AG 216 CLO 4 – 100% AG 216 CLO 5 – 100% AG 219 CLO 5 – 100% AG 220 CLO 4 – 100% AG 220 CLO 5 – 100% AG 223 CLO 1 – 100% AG 223 CLO 2 – 90%	
	PLO 4	AG 111 CLO 2 – 71% AG 111 CLO 5 – 71% AG 122 CLO 1 – 100% AG 122 CLO 2 – 100% AG 123 CLO 2 – 80% AG 123 CLO 4 – 80% AG 124 CLO 4 – 100% AG 124 CLO 5 – 100% AG 214 CLO 1 – 100% AG 214 CLO 2 – 100% AG 215 CLO 6 – 100% AG 215 CLO 7 – 100% AG 216 CLO 2 – 100% AG 216 CLO 3 – 100% AG 216 CLO 4 – 100% AG 216 CLO 5 – 100% AG 219 CLO 1 – 100% AG 219 CLO 2 – 100% AG 219 CLO 3 – 100% AG 219 CLO 4 – 100% AG 219 CLO 5 – 100% AG 220 CLO 1 – 100% AG 220 CLO 2 – 100% AG 220 CLO 3 – 100% AG 220 CLO 4 – 100% AG 220 CLO 5 – 100% AG 223 CLO 1 – 100% AG 223 CLO 2 – 90%	96% of students assessed performed at the proficiency level. The expected outcome of 70% was met. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

Provide Summary of Program Learning Outcomes Assessments and analysis results in the box below. Summary should include analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of program’s student learning and student achievement.

The results of the PLO assessment for this cycle are comparable to the results of the previous cycle where over 90% of the students performed at the proficiency level. An increase of students performing at the proficiency level is seen when comparing this cycle with the 3th cycle program review. The AG program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

## VI. Evaluation of Previous Program Review Action Plan(s)

Indicate the status of the previous program review action plans below. (Include all previous action plans.)  
Indicate the cycle and years of the previous program review.

Cycle: 4 <sup>th</sup> Cycle	Years: Fall 2012 to Summer 2015
------------------------------	---------------------------------

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan/s (Report action plan individually.)
To have one computer room for students use in their research/activity work	Research through internet on educational websites can provide students a good source of accurate and detailed information to support their knowledge	Incomplete. The computers and computer room is necessary due to the approved distance education grant which requires the AG program to have at least one online hybrid course by the end of this year. The AG program has just recently joined the Rukyus University in Japan in a collaboration to create a network that allows instructors and students to communicate among each other through online discussions for sustainable development.
Hire one regular faculty with at least a BS degree.	It will reduce the work load of the instructor and can assist in the preparations of teaching materials	Not a priority at this time. One full time faculty and one part time faculty is sufficient at this time.
Request to install automatic waterers for the pigs.	This will provide sufficient drinking water to all pigs at all times. Indicated in management of farm animals to have drink sufficient amount of water everyday	Incomplete, but not a priority at this time because the AG program is in the process of reducing the number of pigs used for instructional purposes. In addition, there is a part time faculty living in the compound (CRE R and D) for the purpose of taking care of the animals.
Modify the old pig-house walls and partitions	Hog panels provide better ventilations than concrete walls. This will serve as a model to students in choosing appropriate materials for swine housing	Completed, but now needs repairs. New hog panels have been purchased and repair of the piggery house should begin soon.
Attendance to training and workshops.	Local training about soil improvement, crop and animal productions and pests and disease control are essential enrichment practices to improve the scientific knowledge of students	The AG instructors and their students have been and will continue to participate in trainings and workshops with the private and public sectors regarding approved agricultural practices

Provide Summary of the Evaluation of Previous Program Review Action Plans and analysis results in the box below. Summary should include what measurable outcomes were achieved due to the actions completed; were the completed

action plans led to improvement of student learning and student achievement; and provide detailed explanation of action plans that are ongoing and plans that are incomplete.

The pig house modification to hog panels provided better ventilation which led to healthier pigs and the reduction of odor when wood shavings were in short supply. It created a cleaner more sanitary area for student learning. An online computer lab will help the AG students, not only communicate with other students in Japan, but also see and learn their agricultural practices. The online lab can help AG students improve their computer skills which will greatly help them in this day and age of technology.

## VII. Action Plans

Based on this program review results, describe the program action plan for the next three (3) academic years. Include necessary resources.

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, PLO, ILO)	Needed Resources (if any)	Timeline
To have one computer room with computers and a printer for students use in their research/activity work and online courses	Research through internet on educational websites can provide students with reliable sources of accurate and detailed information to support their knowledge	10 computers, 1 printer, and 1 designated AG computer room separate from the classroom	Fall 2020
Repair damaged hog panels and roof in the piggery house as well as the outside fence of the chicken house.	Damaged hog panels are injuring the pigs. For students to practice proper livestock management, potential causes of injuries should be eliminated. Roof and gutters must be repaired to prevent the dry litter from getting too wet from the rain and increasing the risk of pathogens. Chickens are brought outside twice a week to roam around inside a protected fence which needs repairs. This is part of proper poultry housing management for healthier hens.	Hog panels and tin roofs have already been purchased for the repair of the piggery house	Fall 2019
Revise CLOs – PLOs – ILOs Mapping	Several CLOs should be aligned with one or more ILOs.	AG faculty	Fall 2019
Update/modify AG outlines-AG 111, AG 215, and AG 216	Update outlines following new technology and research in Agricultural science	Faculty and CPC members	Fall 2019
Course program modification-for the	Incoming AG students need to improve their reading and writing	Faculty and CPC members	Fall 2019

AAS, change CO 110 to EN 100	skills as opposed to their communication skills. This will enhance their critical thinking abilities which can improve their student learning outcomes		
Repair AG faculty office and classroom ceiling	heavy leaks during rainy days, disrupts ongoing classes	Institution	Fall 2019
AG nursery renovation	The nursery is currently not in use due to major damages. The nursery is necessary for the CLO on proper nursery management	Some materials have been purchased already for the repair of the nursery.	Fall 2019

Provide Summary of Action Plans in the box below. Summary should include program major strengths; program needs and any recommendations for improvements based on assessment results, data and/or other college major plans. The summary needs to indicate overall program needs that may require financial support from the institution.

Program strengths of the AG program includes: the program produces graduates leading to crop and animal production technologists. Students are trained to become future entrepreneurs with knowledge in farm management that can own and operate their own farms. The program integrates electronic means of presentation of lessons and uses instructional support materials and equipment during practical application of skills during laboratory with a newly hired qualified faculty with Master's Degree in Soil Science and Organic Agriculture. The AG program has one assistant instructor who teaches two courses, and assist the instructor during laboratory classes. The program also has its own dry-litter piggery and poultry house, nursery and crop production farm where students practically apply their knowledge to improve their skills. And the AG program has a collaborative tie up with the Bureau of Agriculture, Taiwan Technical Mission Farm, and private sectors to enhance the capability skills of students through attendance in seminars and workshops that demonstrate approved farming practices.

The repair of the swine and poultry houses allows instructors to teach proper animal management practices without any limitations or disruptions. Healthier animals with less stress are easier to manage which allows a better learning environment between the instructor and the students. The repair of the nursery is necessary for students to learn proper nursery management and the repair of the AG office and classroom provides a safe environment for student learning.

## VIII. Resource Requests

Itemize resource request below to include resource requests that will support action plans and are data-driven (e.g. program enrollment, course needs, student needs). This section should provide a clear representation of the program's annual budget request.

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel			
Facilities	Repair broken hog panels in the pig house, repair the fence outside the poultry house protecting the chickens when to go outside. Repair nursery roof, doors, and screens. Repair faculty office and classroom ceiling.		Safer environment for student learning
Equipment			
Supplies			
Software	AG online lab with at least 10 computers and a printer plus necessary software (Microsoft office, anti-virus protection, etc.)		Gives Ag students a better chance in succeeding with the upcoming online hybrid course to be offered in Fall 2019. Gives Ag students online access for communicating with AG students in Rukyus University in Japan under the recent agreement between the two colleges.
Training			
Other			
Total			

Provide Summary of Resource Request in the box below. Summary should connect the resources requested to course, program and institutional learning outcomes assessment results and/or any other college major plans.

The repair of the facilities mentioned above and the creation of an AG online lab with computers are necessary for enhancing student learning experience. These facilities only need repairs and minor renovations which will allow the AG program to continue its commitment in providing quality instructional services in proper swine and poultry management practices as well as proper nursery management. The computer lab will help improve students technical skills as well as open a whole new world of learning experiences.