Comprehensive Program Review Report (Narrative)
College of the Sequoias
Program Review - Ag Management

Prepared by: Kim Pitigliano

What are the strengths of your area?:
* Students have access to the latest versions of various agriculture business software programs and current technology.
* Students also have the ability to present their assignments and presentations in an agriculture business suited environment.
* Growth and enrollment is encouraging in this program with classes also offered at the Hanford site so students may participate in required agriculture business classes. Agriculture Business is the only discipline taught at other campuses. *Agricultural Business staff have all courses up to date with SLO’s and PLO’s.
* All courses have assessments entered and all courses (based upon three year rotation cycle) have had assessments reviewed and updated.
* Students benefit from industry involvements such as guest speakers, field trip opportunities, club presentations, and agricultural program awards.

What improvements are needed?:
Continuity and consistent relevance of courses and programs being offered. The development of broader industry partners including internships, guest speakers, and attendance of students at industry sponsored conferences. Student exposure to the largest most diversified industry in the state of California.

Describe any external opportunities or challenges.:

OPPORTUNITIES:
* Student internships at local agri-businesses.
* Student membership and participation in leadership roles in agricultural business in local, state and national.
* Continuing opportunities for closer industry ties

CHALLENGE:
Lack of qualified instructors for classes offered during normal daytime school hours.

Overall Outcome Achievement:
Overall performance in the agriculture business program both SLOs and PLOs are on track to meet industry demands for new entry level positions and transfer students. Review of assessments have occurred in all relevant courses and continue to show that students are meeting course goals at 70% level or higher. PLOs indicate that students are succeeding at or above college average. As this is the first program review for the agriculture business program we have no previous year’s data or patterns to address. The agriculture business program has tremendous potential to grow and to modify assessments to be sure they are meeting industry standards. What continues to impede this progress is the lack of a full time faculty member in this area. Dedication and commitment of a full faculty member is essential to improvement.

Changes based on outcome achievement:
* Increase student opportunities and develop closer ties to local agriculture businesses.
* Leadership roles and career industry contacts through student membership in local, state and national agriculture business alliances affording students more career opportunities.
* Continuous improvement and representative of COS to agriculture business industry. Consistant management of curriculum and course development.

Outcome cycle evaluation:
The agriculture business department has assessed all courses and reviewed all assessments as listed in track for Fall 2013 and Spring 2014. Courses for assessment in Fall 2014 and Spring 2015 are AGMT 001, 102, 103, 104.

Action: Program Continuity
Provide continuity of program planning including updating courses and program plan. Provide consistent industry connection to Agriculture Management.

Implementation Timeline: 2015 - 2016
Start Date: 07/01/2015
Completion Date: 06/30/2016
Status: New Action

Identify related course/program outcomes:
AGMT PLO- Demonstrate proficiency in public relations and business communications.
AGMT 108 and 001: Students will be able to develop and deliver professional presentations related to agriculture business. Students will be able to compare and contrast the role of agriculture in the domestic and international economy.
AGMT PLO: Use economic principles to analyze financial data to optimize production in an agricultural business

Person(s) Responsible (Name and Position):
Kim Pitigliano

Rationale (With supporting data):
Agriculture management data indicates that FTES (12-13 [27]) and E-WSCH (12-13 [798]) indicating an increase in 2012-2013 over 2010-2011, the total trend in FTE (2.4) is up for the entire data period. This is countered by the efficiency number (327) which is at its lowest level of the data period. Combining fill rate of only 66% for the 12-13 year and a success rate of 76% for the same period indicates and further strengthens the need for consistent, relevant leadership for the agriculture business management program.
The lack of qualified instructors to instruct the agriculture business classes during the traditional school schedule plays a major roll in the decline of efficiency numbers and fill rate.

**Action:** Improve student competancy

Maintain student competency in up to date computer programs.

**Implementation Timeline:** 2014 - 2015

- **Start Date:** 07/01/2014
- **Completion Date:** 06/30/2015
- **Status:** New Action

**Identify related course/program outcomes:** AGMT 108: Students will be able to use Microsoft Excel to create workbooks for use in an agricultural business environment. AGMT 104: Students will be able to use QuickBooks to enter and analyze financial transactions. AGMT 001: Students will be able to define and calculate the various production costs. AGMT PLO: Use economic principles to analyze financial data to optimize production in an agricultural business.

**Person(s) Responsible (Name and Position):** Kim Pitigliano, Shannon Cooper-Agriculture Business Instructors

**Rationale (With supporting data):** With constant industry development of software as it relates to agriculture business it is necessary that all computers and thus their programs be maintained with the latest industry related software. Agriculture management data indicates that FTES (12-13 {27})and E-WSCH (12-13 {798}) indicating an increase in 2012-2013 over 2010-2011, the total trend in FTE (2.4) is up for the entire data period. This is countered by the efficiency number (327) which is at its lowest level of the data period. Combining fill rate of only 66% for the 12-13 year and a success rate of 76% for the same period indicates and further strengthens the need for consistent, relevant leadership for the agriculture business management program.

Funding for full time faculty.

**Resource Type:** Faculty - New/Replacement

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<td>Funding for full time faculty.</td>
<td>The Agriculture Management program currently operates with adjunct faculty only. The full time faculty in Ag Management retired in 2008 and was not replaced. Full time faculty will be able to provide continuity of program planning including updating courses and program plan and provide consistent industry connection to Agriculture Management. Agriculture management data indicates that FTES (12-13 {27})and E-WSCH (12-13 {798}) indicating an increase in 2012-2013 over 2010-2011, the total trend in FTE (2.4) is up for the entire data period. This is countered by the efficiency number (327) which is at its lowest level of the data period. Combining fill rate of only 66% for the 12-13 year and a success rate of 76% for the same period indicates and further strengthens the need for consistent, relevant leadership for the agriculture business management program. The lack of qualified instructors to instruct the agriculture business classes during the traditional school schedule plays a major roll in the decline of efficiency numbers and fill rate.</td>
<td>The advisory committee has recommended to submit the request for a full time faculty in this area. There is a strong demand from the industry for program completers to enter the labor force.</td>
<td>Yes</td>
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The lack of qualified instructors to instruct the agriculture business classes during the traditional school schedule plays a major role in the decline of efficiency numbers and fill rate.

Priority: High
Safety Issue: No
External Mandate: No

### Add Resource Request for Action

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<td>Funding for up to date agriculture business computer software programs.</td>
<td>To maintain student competency in agriculture business skills and management techniques.</td>
<td>Recommendation of agriculture advisory committee to maintain up to date relevant instruction.</td>
<td>Yes</td>
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**Action: Program Relevance**

To expose students to agriculture management career opportunities and training for agriculture business leaders as provided by agriculture business conferences.

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 08/01/2014
- **Completion Date:** 06/30/2015
- **Status:** New Action

Identify related AGMT 001: Students will be able to compare and contrast the role of agriculture in the domestic and international economy. AGMT 102: Students will be able to use oral and written communication skills to deliver a sales presentation for an agriculture product or service of their choice. AGMT 107: Given an agricultural issue, students will be able to interview subjects, follow leads, evaluate, and synthesize information from a variety of media sources and incorporate that information into the writing of an informative piece. These exercises will demonstrate competent skill in verbal interaction, developing a story and using several resources in a completed project. AGMT PLO: Employ learned principles through applications created for real world management scenarios.

**Person(s) Responsible (Name and Position):** Kim Pitigliano, Shannon Cooper-Agriculture Business Faculty

**Rationale (With supporting data):** The agriculture business industry is extremely varied and constantly evolving. For the program to maintain its up to date industry applications it is necessary and justified that instructor and students have the opportunity to attend state, and national industry based conferences and seminars. Agriculture management data indicates that FTES (12-13 {27}) and E-WSCH (12-13 {798}) indicating an increase in 2012-2013 over 2010-2011, the total trend in FTE (2.4) is up for the entire data period. This is countered by the efficiency number (327) which is at its lowest level of the data period. Combining fill rate of only 66% for the 12-13 year and a success rate of 76% for the same period indicates and further strengthens the need for consistent, relevant leadership for the agriculture business management program.

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Priority: High
Safety Issue: No
External Mandate: No

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<td>Funding for industry training.</td>
<td>Funding is required as many of these training seminars are put by private industry and require a fee. Agriculture management data indicates that FTES (12-13 {27}) and E-WSCH (12-13 {798}) indicating an increase in 2012-2013 over 2010-2011, the total trend in FTE (2.4) is up for the entire data period. This is countered by the efficiency number (327) which is at its lowest level of the data period. Combining fill rate of only 66% for the 12-13 year and a success rate of 76% for the same period indicates and further strengthens the need for consistent, relevant leadership for the agriculture business management program. The lack of qualified instructors to instruct the agriculture business classes during the traditional school schedule plays a major role in the decline of efficiency numbers and fill rate.</td>
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