

<b>PROGRAM INFORMATION</b>	<b>Program</b>	<b>Agricultural Technology</b>
	Submitted by:	Janelle Guericke
	Year	2024-2025
	Date of Review	2025-01-10
	Form Key	764a7a6a-58d7-446b-a668-08e6d42e24d0
<b>PROGRAM OUTCOMES</b>	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	The Advisory Board conducts a thorough review of courses, utilizing inputs from course evaluations, employer surveys, graduate surveys, and student evaluations.
	Outcomes are up to date in WIDS and on the program's web page	Yes
<b>SYLLABI</b>	ADA Statement	Yes
	Competencies	Yes
	Course Description	Yes
	Course Title and Number	Yes
	Credit Hours	Yes
	Freedom of Expression Statement	Yes
	Grading Criteria	Yes
	Instructor	Yes
	Academic Integrity Policy	Yes
	Nondiscrimination Statement	Yes
	Office Hours/Contact Information	Yes
	Prerequisites	No
	Required Text(s)	Yes
	Syllabi Up to Date in WIDS	Yes
Explain which syllabi were reviewed this year; input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any.	All syllabi are reviewed and updated each semester by instructors to ensure they remain current and relevant. The advisory board conducted a review and expressed satisfaction with the quality of instruction.	
<b>PROGRAM COMPETENCIES</b>	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Each semester, the curriculum is reviewed by the instructor to ensure its relevance. Additionally, the Advisory Board has communicated the needs of new employees, which we aim to address by integrating soft skills into the curriculum.
	WIDS Up to Date	Yes
<b>COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST</b>	Capstone	No
	Class Participation	Yes
	Clinical/internship observations	Yes
	Examinations	Yes
	Comprehensive Final Exams	Yes

	Journals	No
	Lab Demonstrations	Yes
	Oral Examinations/Presentations	Yes
	Other Projects	Yes
	Peer Evaluations	Yes
	Portfolio Projects	Yes
	Quizzes	Yes
	Self-Evaluations	No
	Simulations	Yes
	Videos of Student Mastery	Yes
	Written Essays	Yes
	Written Reports	Yes
<b>ALIGNED AND APPROPRIATE ASSESSMENTS</b>	Assessments used in the program are matched to the outcomes/competencies for the program.	Yes
	Explain changes in the assessments used in your program since your last review (include input received and rationale).	Students utilized a rubric to assess Business Lab presentations and offered constructive feedback to enhance the quality of student presentations. Additionally, students participated in a land lab where they engaged in instructor-led weed identification activities.
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	Students develop disease prevention protocols that connect livestock health to real-world applications.
<b>INDUSTRY CERTIFICATIONS</b>	Explain any changes made or planned in the program based on assessment of industry certifications used in the program.	We will introduce certification for artificial insemination in AGT 240.
<b>INTERNSHIPS/ CLINICALS</b>	How do you evaluate program competencies or learning objectives during internship/externship experiences?	Students are responsible for submitting weekly reports and completing internship evaluations. Instructors conduct job site visits and request evaluations from employers regarding the interns' performance.
	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	No changes were made.

<b>ENROLLMENT</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	yes 117%
<b>RETENTION</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	yes 83%
<b>GRADUATION</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	no 67% Several students failed to pass gen ed classes. Most likely a single year anomaly.
<b>PLACEMENT</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	yes 91%
<b>STUDENT SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	There are two significant gaps identified, both exceeding a score of 1.0. Overall, the quality of instruction in the majority of my classes is commendable, with a score of 1.05. It seems that students may have assessed this based on their experiences with a new instructor. The second gap pertains to the perception of faculty fairness and impartiality in their treatment of students. It is essential for instructors to be more vigilant regarding fairness and to communicate to students that fairness does not necessarily equate to equal treatment for everyone.
<b>ALUMNI SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	A total of 96.37% of respondents expressed satisfaction or a high level of satisfaction.
<b>EMPLOYER SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Employers were 100% satisfied.
<b>PROFESSIONAL DEVELOPMENT</b>	What professional development activities have instructors in this program completed in the last year?	The agricultural business instructor holds licenses as a commodity broker and real estate agent, ensuring all credentials are current. The animal science instructor participates in the SCCL Calf course, the K-State Veterinary Conference, and the USDA Veterinary training QPR Suicide Prevention Gate Keeper Program. Additionally, both agronomy instructors are certified Crop Advisors (CCA).

	<b>How were these activities used to improve this program?</b>	Instructors utilize all information to ensure that students receive the most up-to-date content.
<b>PROFESSIONAL ORGANIZATIONS</b>	<b>Do faculty members belong to professional organizations associated with this program?</b>	Yes
	<b>If no, explain why.</b>	
	<b>Are students made aware of the professional organizations for their career field?</b>	Yes
<b>ADVISORY BOARD RECOMMENDATIONS</b>	<b>What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?</b>	The advisory board highlighted the importance of continuing to teach soft skills. They recommended implementing simulations to better prepare students for real-life situations. Business Lab students engage in a "Life Happens" exercise during presentations, and the board advised that this practice should be maintained while incorporating a wider variety of scenarios.
	<b>Implementation Date</b>	2025-01-10
	<b>Indicate the personnel responsible for implementing the change(s):</b>	all instructors
<b>PROGRAM IMPROVEMENT PLANS AND BUDGET</b>	<b>As you review this past year, what changes do you propose for the next school year that will affect the program's budget?</b>	Travel budget to be able to attend industry networking events.
	<b>Cost</b>	\$5000