



PROGRAM REVIEW 2015-16 FOR AGRIBUSINESS

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Six-Year Comprehensive Program Review for
Agribusiness/Viticulture and Enology

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Status Summary - Plan of Action-Post Validation

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During the academic year 2009-2010 completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

Recommendations to Improve Desired Student Outcomes and Improve Student Performance	Action Taken	Results	Current Status
<ol style="list-style-type: none"> 1. Bonded Winery Permit 2. Coordinate with the local industry our College Internship program 3. Establish Student Outcomes Assessments in all classes 4. Identify clear pathways in a two year timeframe (AS and AST degrees) 	<p>Permits filed Contacts made</p> <p>Established in several classes but not all.</p> <p>Modifications requested to AP&P</p>	<p>Permits obtained Internships given</p> <p>Not all classes have been assessed.</p> <p>Very unsuccessful. A lot more modifications are needed.</p>	<p>Bonded More work is needed to really concentrate the vast availability of Internships in the industry but no help available for coordination. Not all classes have been assessed.</p> <p>The AS in AG Science is recently approved (Spring 2016) and two AST are still in AP&P (AgBusiness AST, Plant Propagation AST).</p>

Recommendations to Accommodate Changes in Student Characteristics	Action Taken	Results	Current Status
<p>Enrollment Changes Attend Unified Symposium</p>	<p>Participated from 2008 to 2015</p>	<p>Increased program awareness. Received internships and donations</p>	<p>Lost participation and priority (there is a waiting list) because of no funding for 2016 booth participation</p>
<p>Demographic Changes</p>			

Recommendations to Improve the Educational Environment	Action Taken	Results	Current Status
<p>Curricular Changes</p> <ol style="list-style-type: none"> 1. Include newly created courses as core, selectives or electives in curriculum 	<p>Courses incorporated into new AG Science AS degree.</p>	<p>AG Science AS Degree approved in Sacramento</p>	<p>AG Science degree being promoted</p> <p>New courses and</p>

<ol style="list-style-type: none"> 2. Conduct assessment about Wine Business Curriculum and Environmental Horticulture Curriculum 3. Design distance learning introductory courses. One in each discipline Viticulture, Winemaking, and Wine Business 4. Investigate Basic Winemaking and Viticulture Practices courses ABCD repeatable 5. Identify those courses that are viable online offerings to facilitate the need for some students to work harvest and not lose classroom time 	<p>Proposals to modify curriculum incorporated</p> <p>Viticulture and Winemaking online courses prepared</p> <p>Modifications presented to AP&P</p> <p>Three courses identified</p>	<p>New courses and modifications in progress</p> <p>Viticulture and Winemaking courses successfully taught</p> <p>Modifications approved</p> <p>Two online courses created</p>	<p>modifications in progress</p> <p>Wine Business course online in preparation</p> <p>Modified courses are being taught.</p> <p>One more online course in preparation</p>
<p>Co-Curricular Changes</p> <ol style="list-style-type: none"> 1. Reevaluation and update class materials, including viticulture, wine analysis, winemaking class lab manuals. 2. Prepare exercises for each class in Blackboard and study materials. 3. Update course outlines for instructors in selected classes e.g. Wine Analysis, Food and Wine Pairing, Viticulture, Winemaking, and Wine Business 4. Coordinate guest speakers and field trips in order to allow all students from the program to participate 	<p>Constant update of courses</p> <p>Some exercises prepared</p> <p>Course outlines outdated</p> <p>Coordination prepared</p>	<p>Courses updated, some partially.</p> <p>Very good student reception</p> <p>Not all outlines have been updated.</p> <p>Coordination done</p>	<p>At this time there are more than 50 courses that need constant update. More exercises are being prepared.</p> <p>More outlines to be updated.</p> <p>Ongoing field trips open and guest speakers lectures shared to many students. In preparation is the opportunity to make videos to share.</p>
<p>Neighboring College and University Plans</p> <p>Assess the need for agriculture/horticulture courses</p>	<p>Need for courses determined</p>	<p>New AG courses created</p>	<p>New AG courses taught</p>
<p>Related Community Plans</p> <p>Discuss fund raising activities with the advisory committee.</p>	<p>Fundraising discussed</p>	<p>Some donations received</p>	<p>Ongoing fund raising activities</p>

Recommendations that Require Additional Resources	Action Taken	Results	Current Status
<p>Facilities Building plan for Winery Building or relocate existing winery Identify dedicated area or room with materials and study tools for students. Establish small horticulture trial with greenhouse</p>	<p>Move winery Books sent to library Greehouse installed in vineyard</p>	<p>New Winery relocated AG library section created No electricity in greenhouse</p>	<p>Still need electricity outlets Ongoing procurement of books and magazines for ag section Seeking electricity</p>
<p>Equipment Additional equipment is needed to maintain temperature at the winery and also some wine analysis tools</p>	<p>Equipment requested</p>	<p>Equipment installed</p>	<p>The fans cannot be turned off at the winery</p>
<p>Staffing Pursue staffing for winery and vineyard. Identify resources (permanent employment or outside experts) to maintain the vineyard. Request an appropriate augmentation to support the Campus Vineyard and Winery The Coordinator reassigned time should reflect enough time to fulfill responsibilities; previous six-year review requested 50%. Hereby is requested to return to 40% reassigned time as it was in the past years until Fall 2009 in order to be able to attend responsibilities.</p>	<p>Requested Requested Requested</p>	<p>Not obtained Not obtained Granted</p>	<p>Requested again. This would be the highest impact in the future of the program. Not obtained Program surviving</p>

Section A. Comprehensive Self-Study

I. Program Mission (must align with college mission statement)

Describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.

The Agribusiness program offers courses primarily in the area of viticulture and enology, providing excellent college-level education and hands-on experience allowing students to earn an Associate Degree or Certificate in Agribusiness, transfer to four-year institutions, or expand their knowledge and practical experience in these areas. A new Associate Degree and Certificate in Agricultural Science is being developed together with an Associate Degree for Transfer in Agribusiness, and another Associate Degree for Transfer for Plant Propagation.

The following degrees and certificates exist (2015-2016 catalog):

- Agribusiness: Enology/Viticulture (A.A)
- Agribusiness: Wine Business (A.S., Certificate)
- Agribusiness: Viticulture (A.S., Certificate)
- Agribusiness: Paring Wine and Food (Certificate)

The following have just been approved by Chancellor's Office (Spring 2016):

- Agricultural Science (A.S., Certificate)

The following transfer degrees are in progress:

- Agribusiness (ADT)
- Plant Propagation (ADT)

This degree is in preparation:

- Agribusiness: Winemaking (A.S., Certificate)

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

From the plan of action 2010, the bonded winery permit has been recently obtained. Now all related permits and logistics are in the process of being developed, the development of a clear

pathway in a 2-year degree has been approved by AP&P in Agribusiness: Viticulture (A.S.) and Agribusiness: Wine Business (A.S.). The following are being modified:
Agribusiness: Enology/Viticulture (A.A.) will include Winemaking Operations I and II as required courses.

Agribusiness: Winemaking (A.S., Certificate) is being developed and the Agribusiness: Wine Business AS and Certificate will be enhanced with class modifications and updates and a new class in Winery and Vineyard Financial Management.

The two transfer degrees in Agribusiness and Plant Propagation are still in AP&P and the new A.S. in Agricultural Science has been approved in Spring 2016. These new presentations should be finalized in 2017.

Regarding curriculum changes, newly created courses were incorporated as core, selective, or elective courses (10 in Agriculture), and Basic Winemaking III and IV. A distance learning class for AG 114 Wine Business is being developed to be finished probably in 2017. Several course outlines will have to be updated in 2015-16. More agriculture classes are in the process of being developed. More outreach should be oriented towards women and Latinos, which are underrepresented in this program. And especially to high school agriculture programs that have expanded in the community and have a natural continuation in agribusiness at AHC. A new acre of vines has been planted in 2011-12 and are growing well this season. The vineyard management funding presents a challenge that may be accomplished by the sale of grapes or wine, when the bonded winery permit allows, but help is needed to cover the vineyard expenses.

Not many students finish earning a certificate or associate degree. Many students transfer to a four-year institution or just take the classes they need for work or future plans. There is ongoing work with AHC counselors to address the issue of lower graduation rates from the program. It is believed that the new streamlined degrees will help achieve this goal and the new curricula has been incorporated in the catalog for 2015-16. A new curriculum for an AS in Winemaking needs be developed.

The plan is to prepare the greenhouse to become fully operational in 2016. A new class in beer brewing was offered in Spring 2014. Now a different instructor has to be sought for Spring 2017. Not only is a full-time instructor necessary to expand the Ag program, but also a pickup truck to visit farms, collect donated Ag tools or items, move produce, wines, compost, etc., and resources to allow for more outreach in the Ag community. The most urgent need is a Lab assistant that can help in the vineyard, winery activities, and class preparation as well as in the wine sales.

From the previous plan of action of 2002, items not implemented include a dedicated classroom for the program, and a request for an additional full-time instructor.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

Thanks to donations and district purchases, the vineyard and winery are better equipped. Some necessary equipment includes a barrel steam washer, grape sorter, bottle filler, more kegs, tanks and barrels. A new crossflow filtration system is planned to be purchased. We are currently borrowing a tractor from Cal Coast every summer, however, it is important that we purchase our own modern tractor.

The main inefficiencies to the program are the lack of a lab assistant and an Ag instructor. Compared to other programs in California, ours is the lowest staffed one by far.

If we want to promote agriculture, we do need an instructor first. In order to prepare all classes for students, we do need a lab assistant for the vineyard, winery, and wine sales.

There is a need for more consistent and reliable funding to cover the basic needs of the vineyard as well as any emergency repairs or unforeseen needs in the program. The use of the Bonded Winery Permit will hopefully be one alternative to increase revenue. Other alternatives include the sale of the vineyard fruit. But district funds are needed for lab assistant and basic maintenance to support the academic program.

Degrees and certificate numbers awarded are low compared to the number of students enrolled.

Degrees & Certificates

DEGREE PRO..	DEGREE MAJOR DESC	DEGREE CODE	GRADUATION_TERM_CODE								Grand Total	
			Summer 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015		
Agribusiness	Agribusiness: Wine Business	AS									3	3
	Enology/Viticulture	AA			1		2		1	2		6
	Pairing Wine And Food	Other Credit Award <6 Units		1			2					3
	Viticulture	AS			1		4	1	2	2		10
		Cert 30-60 Units				1						1
	Wine Marketing Sales	AS	1									1
		Cert 18-30 Units		1								1
	Total		1	2	2	1	8	1	3	7		25
Grand Total			1	2	2	1	8	1	3	7		25

The plan is to expand the idea that the associate degrees and the certificates are very valuable, and to update the existing programs to better address students' needs. Many students transfer or use the information learned at work, but do not necessarily believe that they need a certificate or degree for their future endeavors. Promotion of the degrees and certificates would help. The grant from USDA promoted the expansion of agribusiness classes and the participation in a community garden together with the City of Santa Maria. The community garden is located west of the campus vineyard. The grant ended June 2015 and all deliverables were met.

A new full-time faculty is necessary to carry over the new degrees in Agricultural Science. Also the purchase of a pickup truck to visit farms, collect donated ag tools or items, move produce, wines, compost, etc., resources to and allow for more outreach in the ag community is essential to the program.

The creation of lab manuals would benefit the courses of Wine Business, Wine Tasting Room Sales, Grapevine Physiology, Introduction to Winemaking, Introduction to Agribusiness, Introduction to Viticulture, Winemaking Operations I and II, and Viticulture Practices I, II and III. A vineyard operations manual and a winery operations manual are needed to help part time instructors and mainly students in all vineyard and winery activities for safety and efficiency.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

Program Outcomes

AG AS PSLO1 - Apply current agricultural industry standards in the agricultural sciences, or related field.

AG AS PSLO2 - Assess and differentiate effects of agricultural activities in plant and animal cropping systems, while describing alternative practices in order to make sound agricultural decisions that ensure the quality and success of a crop.

AG AS PSLO3 – Demonstrate effective animal husbandry skills including familiarization with livestock anatomy, physiology, and genetics.

AG AS PSLO4 – Employ effective business, sales, marketing, and communication skills when presented with an agribusiness or farm management situation.

AG AS PSLO5 – Demonstrate comprehension of soils, fertilizers, plant nutrition, and current industry growing techniques and apply this understanding to successfully raise horticultural crops.

AG AS PSLO6 – Analyze current market trends, costs, and inputs, to provide sustainable solutions in farming and ranching systems.

AG AS PSLO7 - Provide basic mechanical and project construction skills, and agricultural equipment training with an emphasis on worker safety practices.

AG E/V PSLO – Demonstrate an understanding of the yearly cycle of the vineyard.

AG E/V PSLO – Demonstrate the ability to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.

AG E/V PSLO - Describe and demonstrate proficiency in pruning, irrigation, canopy management, pest and disease control, fruit quality assessment and determining time of optimal harvest.

AG E/V PSLO – Demonstrate an understanding of the yearly cycle in the winery.

AG E/V PSLO - Describe and demonstrate a proficiency in crushing, fermenting and pressing.

AG E/V PSLO - Demonstrate a proficiency in chemically analyzing juice, must and wines and be able to interpret the data in order to take the appropriate action.

AG E/V PSLO – Make appropriate additions to maintain wine stability and to determine the optimum time to bottle and release the wine.

AG VIT PSLO - Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry.

AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.

AG VIT PSLO - Identify common vineyard problems and suggest solutions.

AG VIT PSLO - Identify effects on different soils in viticulture and analyze precision viticulture practices and be able to use the information for continuous vineyard improvement.

AG VIT PSLO - Analyze costs and sustainable alternatives in viticulture.

AG BUS PSLO - Identify and suggest business strategies in the wine and grape industry considering financial management principles of vineyard and winery operations and strategic planning.

AG BUS PSLO – Analyze promotion, selling, marketing and distribution possibilities.

AG BUS PSLO – Evaluate benchmarking and brand name recognition alternatives.

AG BUS PSLO – Analyze consumer and market conditions.

AG BUS PSLO – Consider accounting, logistics, compliance, legal, labor and tax issues in the wine industry

Courses have been mapped with program outcomes and course outcomes assessed using direct data from students. 92% of students are meeting and exceeding the standards of the program. All course outcomes are mapped to program level outcomes.

Yet to be done: not all courses taught have been assessed for SLOs. See attached report. Based on the review of the Agribusiness map, not all program outcomes are reviewed because the Ag Science degree has not yet been approved nor mapped. It is being reviewed by AP&P and the Chancellor's Office.

The coordinator is unable to follow up with all the assessment requirements for close to 50 different courses and 15 different part time instructors. It is important to create a comprehensive guide for Agribusiness part time instructors to facilitate continuity and compliance with all requirements.

The possibility to have dedicated tutors in the program will be a plus. Some students struggle in our classes.

Only about 8% of the students do not meet expectations throughout the last six years.

There is an ongoing situation with students with several complications that prevents them from fully participating/attending class (work, family problems, etc.), and some just do not do homework or focus on the classes.

V. Distance Learning (If applicable)

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

Currently, the only active online course is AG 101 intro to Winemaking. AG 102 Intro to Viticulture has also been taught online once. There is a planned online course for AG 114 Wine Business. There is also a plan to teach Wine Business Strategy as a short course online. Some videos can be updated and improved in our current AG 101 online class. We offer one online course per semester out of 15 onsite courses. Each fall and spring semester, we offer two sections of AG 101—one online and one in the classroom. The rationale for this ratio is that most courses are very practical in nature.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

A counselor is invited to talk to the students during the first weeks of classes each semester. The idea is to prepare a plan for the students for graduation or transfer. We encourage the use of the student support services found on campus: Counseling, Learning Assistance, Financial Aid,

EOPS/CalWorks, the Library and Open Access Computer Lab, the Tutorial Center, and specially internship possibilities among others.

We have several field trips that we promote among all courses, and we invite guest speakers from different specific areas in the program.

Retention is difficult since attrition is significant in most courses. There is a need to captivate students from the beginning in each course, knowing their names and stressing the importance of the class from early in the semester. It is indispensable to have exciting material and participation in the learning process, presenting challenging questions to solve in the next class. Success is difficult for some students, as they may have personal difficulties and often lack a strong foundation in education.

Some strategies to help student include:

- Changing modality frequently (to different questions, topics and videos).
- Add rewards or extra credit for trying different tasks. Add fun exercises.

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

The data for all Agribusiness classes over the last six years show success and retention rates at or higher than the general campus, for all ethnicities, ages and genders, compared to campus wide. Degrees awarded are slowly increasing through 2014. The only Semester that success was lower than AHC average was in Spring 2014, otherwise retention and success are usually about 3% higher than AHC average.

The retention in the online course AG 101 is similar to AHC average 80% but the success is 10% lower being 50% instead of AHC average of 60%.

VII. Trend Analyses/Outlook

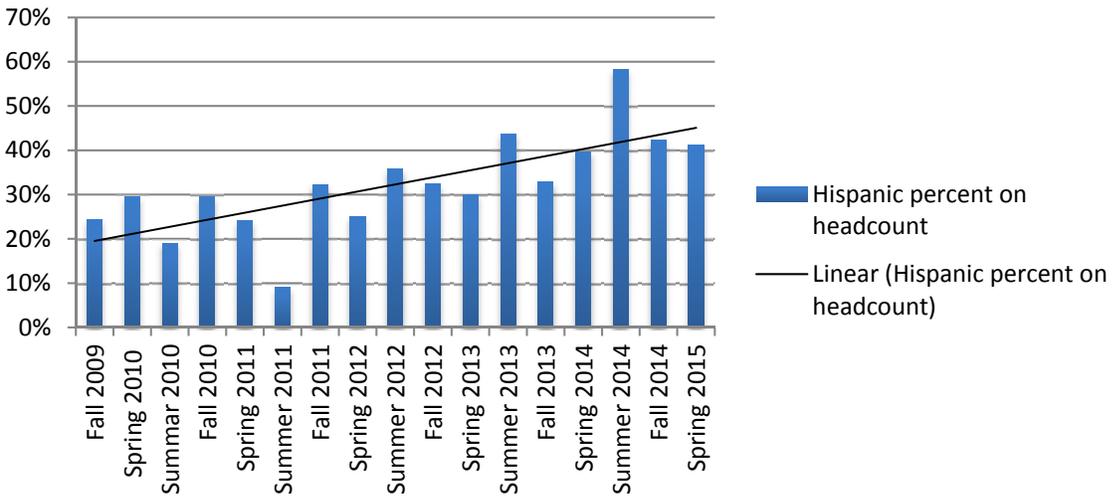
Using the information already gathered in the Annual Updates (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

Major trends:

Educational funding is gradually being restored from the cuts due to the previous financial downturn. While not instantaneous, with restored funding to the California State University (CSU) system and the University of California (UC) system, the opportunity for our students to transfer to these four-year schools will hopefully rebound as well.

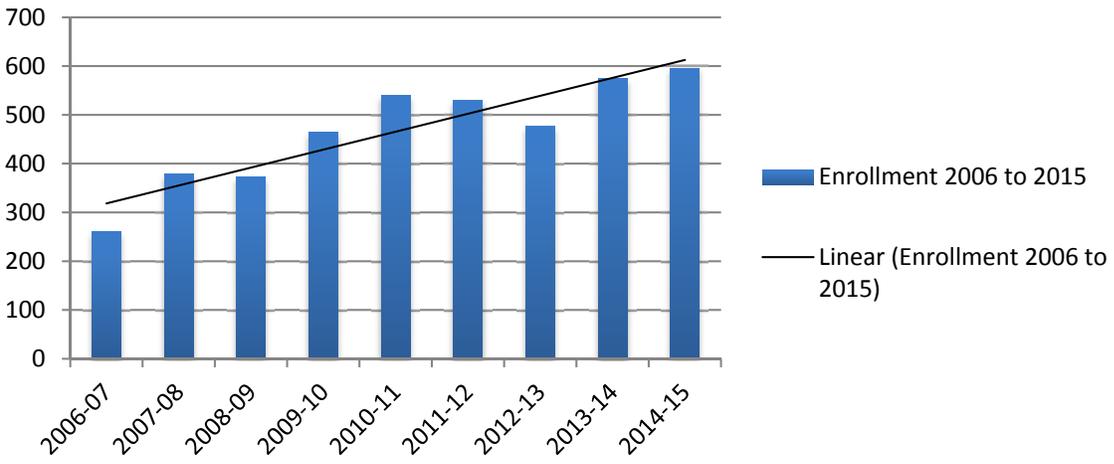
Our population of Hispanic students have been growing as demonstrated in chart 1.

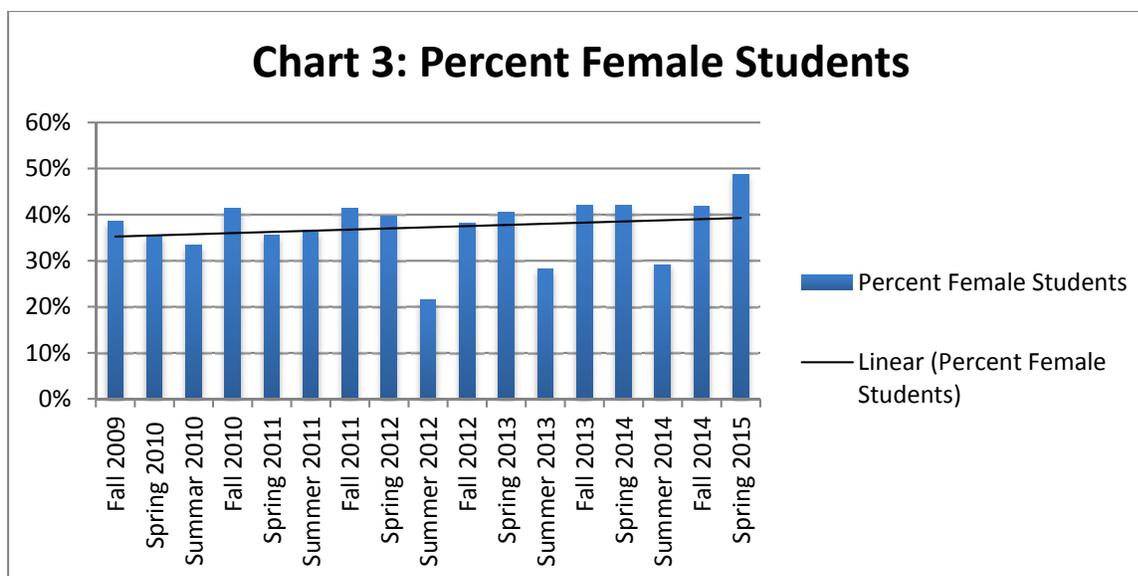
Hispanic percent on headcount



0

Chart 2: Enrollment 2006 to 2015





Enrollments have steadily increased since 2006. In Spring 2015 almost half of the student population was female, which is an improvement since some semesters it has been approximately 30 percent.

Major Challenges:

- To continue to offer excellent classes without a lab assistant.
- To be able to offer classes using the greenhouse that is not operational at this time due to lack of electricity.
- To be able to update the programs and offer new classes with AP&P system.
- To improve and update Wine Business concentration.
- To update and expand online courses.
- To create workbooks for different classes and improve/update online materials.
- To create more opportunities and improve student internships.
- To make classes more engaging with newer material.
- To be able to offer AG degree programs.
- To be able to offer an AS in Winemaking.

Opportunities

- To promote with bonded winery wines, our programs and courses throughout California, pouring wines at different events.
- To strengthen relationships with other colleges and four year institutions promoting student exchange, interaction and internships.
- To extend the information in website advertising every course.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

Additional lab technician support in Santa Maria – Target date Fall 2016

Adequate lab support is needed in order to accommodate more course offerings. Increased staff to provide an efficient turnaround of lab courses during the day is essential for a smooth transition between instruction times. This will benefit the following courses: AG 101, AG 102, AG 120/121/122/140/141/142, AG 310/311/320/321, AG 130, AG 301/301/303/304/305/306, AG 324, including all vineyard and winemaking activities.

Hire a full-time instructor to teach in Santa Maria, for Agriculture- Target date Fall 2017

Long waitlists and requests from the administration to add course sections necessitate hiring an additional full-time faculty member.

New programs in AG Science. New AS in Winemaking. New and updated courses in Wine Business.

Improvement in online course materials.

Creation of workbooks for several courses.

Development of engaging materials and activities throughout the program e.g. games for each course, blending, wine and food pairing competitions, additional videos, etc.

Ongoing

Motivate students both inside and outside the classroom with field experiences, internships, seminars, and community outreach.

Engage in professional development activities regarding advances in pedagogy, technology, and other relevant content in science or education.

To be able to manage wine sales in order to cover part of the vineyard costs. The problem is that this will not be enough to cover lab assistance and we really need it.

STUDENT DATA SUMMARY

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

The Positive

1. Quality of instruction
2. Contribution towards intellectual growth
3. Instructional equipment

The Negative

Nothing negative.

But areas for improvement are preparation of labs, availability of online courses, and availability of classes.

Of the 250, 115 students were surveyed.

- a) The results of the student survey are discussed in this section. 115 students from all of the classes represented by the Agribusiness Program participated in the survey.

Quality of instruction in the program:

Of the 110 students that responded to this question, ~89% reported being highly satisfied or satisfied, while ~9% were average satisfied or , and 2% were dissatisfied or had no opinion. In general it would appear that students are satisfied with the quality of instruction.

The way textbooks and other materials in the course help student learning:

Of the 96 students that responded to this question, ~73% were highly satisfied or satisfied, while ~17% were average satisfied, and 10% were dissatisfied or had no opinion. This indicates general satisfaction with the teaching materials.

Advice about the program from counselors:

Of the 69 students that responded to this question, ~68% were highly satisfied or satisfied, while ~25% were average satisfied, ~7% were dissatisfied, and 41 had no opinion. This reflects the fact that most of the viticulture and winemaking students have a clear educational path or do not see counselors for assistance.

The way the program meets educational goals of the student:

Of the 106 students that responded to this question, ~84% of students reported being "highly satisfied or satisfied" that the program was meeting their educational goals, 13 % reported being "average satisfied", and only 3 % reported being less than "moderately satisfied". This demonstrates that in general the students feel that their educational goals are being met.

Contribution toward intellectual growth:

Of the 111 students that responded to this question, ~89% reported being highly satisfied or satisfied, while ~10% were average satisfied, and ~1% were dissatisfied. The students are possibly encouraged by the amount of information and the situation analysis in different viticultural and winemaking conditions.

Clarity of course goals:

Of the 109 students that responded to this question, ~84% reported being “highly satisfied or satisfied” with the clarity of course goals and learning objectives, 14 % were “average satisfied”, and 3% were dissatisfied. Goals are presented in syllabus and at the beginning of each class.

Feedback and assessment of progress toward learning objectives:

Of the 103 students that responded to this question, 78% of students reported being “highly satisfied or satisfied”, ~20% reported being “average satisfied”, 2 % were dissatisfied.

Course Availability:

Of the 105 students that responded to this question, 71% were highly satisfied or satisfied, while 22% were moderately satisfied, 7% were dissatisfied. Further research is needed to investigate if this is just a problem of meeting various individual needs or if it is related to a time when most students are able to attend. This may indicate the difficulty of scheduling classes. In previous surveys students expressed preference for evening classes meeting only once a week.

Course Content:

Of the 103 students that responded to this question, 84% of students were highly satisfied or satisfied, while 13% of students were average satisfied, 3% were dissatisfied. Course contents are varied and the aim is to attract most students although their interests may differ.

Coordination of courses in Agribusiness and with other disciplines:

Of the 88 students that responded to this question, 80% report being highly satisfied or satisfied and 20% were average satisfied.

It is possible that some students did not understand the question or were not taking other courses in Agribusiness or other disciplines, since 20 students did not express any opinion.

The physical facilities and space:

Of the 110 students that responded to this question, 77% were highly satisfied or satisfied, 21% were moderately satisfied, and 2% were dissatisfied. The classrooms and labs in Building M are fabulous.

Instructional Equipment:

Of the 99 students that responded to this question, 85% were highly satisfied or satisfied, 12% were average satisfied, 3% was dissatisfied. We are providing excellent equipment that is appropriate to our circumstances and opportunities.

Presentation of classes via the college's Canvas course management system:
Of the 103 students that responded to this question, 67% were highly satisfied or satisfied, 25% were average satisfied, 8% were dissatisfied. The Canvas system is extensively used and analysis of possibilities to include additional software, embedded quizzes and games are under way.

Course assistance through tutorial services:
Of the 61 students that responded to this question, 74% were highly satisfied or satisfied, 15% were average satisfied, 11% were dissatisfied. Agribusiness is not currently offering tutorials. It may be possible to offer perhaps once a week a combined office hour with part time instructors.

Availability of appropriate resources in the library:
Of the 69 students that responded to this question, 81% were highly satisfied or satisfied, 15% were average satisfied, 4% were dissatisfied. That is an ok answer because the use of books on reserve is emphasized. However, students use books on reserve more frequently by the end of the semester when papers are due.

Students in the program are usually enthusiastic and helpful. Students expressed they would like a winery room. New sets of handouts in courses Ag 102 and Ag 101 were also requested by students. This was partially solved with updated material, but the preparation of completely new handbooks for each class is recommended.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self study team. What planning implications will result from this information?

These questions were added to the questionnaire

Please provide any suggestions to improve the overall Agribusiness Program:

- I have only taken 2 courses (as a passion for wine knowledge). Both courses were taught by winemakers who are very knowledgeable and excellent communicators. Lerner and Braun
- Field trips are a great thing, especially when they are offered on a weekend at a convenient time
- If one is available, 2 textbooks would be preferable to having to use 2 large volume of resources on Blackboard
- AG105 – needs guest speakers/lectures and field trip. Something more than just lectures

- Licensed tasting room
- Offer AG 103 and 104 in Solvang
- Everything is great! Could have more hands-on material. To have it more engaging
- Classes offered more often
- Offer more courses online and in evenings for people who are working towards degree/certificate while working full-time
- Keep part time instructors. They get better as they continue to teach. Too many first time and only time instructors.
- More hands-on examples, more time, not so rushed through
- Great program for school setting. Would like to witness more from the field. More agriculture, less business
- Have courses available more often
- No, classes were amazing. Learned a lot!
- None really. This is my first agribusiness class, so I don't know enough to make suggestions
- I like it the way it is. Ask me next semester
- I think the Program was great! Alfredo Koch is an amazing teacher, he really cares about you learning
- Better availability of courses
- Offer more time slots, like a 3 hour lecture broken up in two days
- Make the age limit for some classes 18
- More agriculture courses at Hancock
- Great classes every time
- More classes
- More hands on
- More classes
- Ensure that any course that is full is offered the next semester
- More employees to take care of vineyard/winery
- Great class
- More emphasis on modern technology or products like insects, irrigation systems, or chemicals
- Need an agribusiness shop
- I would like to attend afternoon classes
- More Ag classes
- More hands on activities & equipment
- Field trips! More guest speaker!
- Soils class is very dry, and I had a hard time learning in the class. I wish it wasn't just PowerPoints
- Non conflicting class time
- More Agribusiness Program
- More Agriculture degrees
- Class on farming and taxes – depreciation of appreciation; requirements to be a farm; federal program for startup and upgrading farm
- Move all of the courses to the Santa Maria branch

- Provide classes without time conflict
- You guys rock!
- Full-time winemaker, cellar master
- Offer intro courses each term if possible
- More time options for classes. Sometimes hard to coordinate since I live 40 min away
- Make sure there is no time overlap on two courses offered on the same day or evening
- A little more explanation, structure, and clarity in the winemaking operations class, I think, would encourage students to be more involved and know what's going on and why. But I do love the hands-on approach! Alfredo and Chris are spectacular.
- More resources needed to run the program. The greenhouse has sat empty for several years. With more focus, I believe this program could really prosper.
- Courses need to be more unified (coordinated) in a commercial context
- Lab days/hours to be distributed more broadly throughout week
- Long distance field trips!
- Cleaning equipment like mops for winery. Need more carboys and air locks

Which courses and/or degrees would you like to have available that the Agribusiness Program is not currently offering at this time?

- Wine sales and marketing related classes
- Food pairing classes taught by chef or sommelier
- Not sure, didn't look into it
- Wine tourism
- Wine sales and market class
- Agricultural science and economics
- Not sure at this time
- AG Wording with the AHC Wording Program, AG HVAC with cooling/plant facilitator (Means that the course and program descriptions in catalog could be improved)
- The one I'm pursuing and it does me no good to mention it. By the time you offer it, it will do me no good
- Farm to table sustainability
- We have so much, but maybe floral
- More animal science
- Not sure, don't know
- About pest control and pesticides use
- I'm going for viticulture and wine business, so I'm good
- Agribusiness in Enology not just Agribusiness alone
- More classes that are not just viticulture. More animal/plant sciences
- More classes not mainly focused on viticulture
- No opinion
- Horticulture, crop and field management
- Pest control advisor/entomology classes/Chemistry organic

- Ag. Leadership
- I'm taking this class out of interest, so I'm not sure
- AG communication/leadership
- Horticulture
- A class for working a green house or setting up a green house
- More into Agriculture classes
- Pest control
- PCA program
- None
- Intro to viticulture in spring
- Ag and tech – drones
- Pest control
- Ornamental Horticulture
- A degree in winemaking specifically would be great!
- IPM, food safety
- Food and wine pairing 3, 4, 5, 6...
- The opportunity to receive a BA through Hancock!
- Sensory, wine business
- I like the available degrees
- Horticulture
- Tough to answer in this small box
- Wine marketing, sales, and distribution

Please provide any other comments that would help improve the professors in the Agribusiness Program improve the classes:

- I am just taking classes for fun, I don't really have an opinion on the above
- I am taking this class recreationally and do not have much prior knowledge of this business, so more background info would be helpful
- Communication via Hancock email is annoying – no visibility without logging into myHancock each time – not good for time sensitive communications like field trips. Professors need to respond to emails within 48 hours max
- Doug teaches a great sensory class
- Excellent program
- Use Blackboard more
- Maybe not take too much time on topics that will not be beneficial to you or the programs or class
- Great teacher, very nice. Easy to talk with
- Professor was awesome! So great. He is so concerned with us growing and learning
- I enjoyed the winemaking class. My major is not related, but I love wine, and I learned a lot. Alfredo Koch is a very knowledgeable instructor and very friendly. I wish there was more scheduled reading assignments to reinforce what I learn in class. But overall, it was a good class!
- They're great

- I think everything was excellent you just about to find summary on Blackboard to review your work
- Keep up the great work
- More classes, visits, or instructors to high schools
- More Ag classes
- All the out of class time we use helps a lot. There is nothing better than working on what you're learning
- Mr. Guerra is a very good teacher. Bring more teachers like him
- It's a great class & I would like to have more activities
- I don't have any bad things to say. Ric and Alfredo are truly amazing. I've learned so much! ☺
- Ric is a very knowledgeable instructor who does a great job passing on his wealth of information
- Ric Fuller is best professor I've ever had
- Ric is one of the more influential instructors in the program. Knowledgeable and inspiring and approachable. I look forward to spring semester with him
- You rock, Alfredo!
- Alfredo and Chris Brown are wonderful!
- I've thoroughly enjoyed my time in the program, though I'd strongly recommend a different teacher for the Soils, Plants and Nutrition class. The lectures were painfully dull, and I found myself anticipating the end of the semester within the first few weeks. Eric Shiers is very knowledgeable, and a nice enough person, but he is not an effective or inspiring teacher. I have a degree in Neuroscience. A scientist's role is not only to do science, but to communicate it. That gift was lost in this class.
- A little more structure to lab would be helpful. Too many moving parts & hard to understand without having lecture beforehand
- No comments on how to improve the program because the program is already super great!
- Develop leadership positions among intermediate/advanced students
- Rotate group leaders for tasks, assign advanced students mentoring tasks for new students

Degree requirements

AGRIBUSINESS: ENOLOGY/VITICULTURE (A.A.)

The associate degree program is designed to prepare students for upper division course work leading to a baccalaureate degree in enology or viticulture. The curriculum prepares students for entry level and advanced positions in the wine industry including wine production, quality assurance and control, cellar supervision, vineyard management, research and grape production.

The graduate of the AA program in enology/ viticulture will:

- Demonstrate an understanding of the yearly cycle in the vineyard.
- Describe and demonstrate proficiency in pruning, irrigation, canopy management, pest and disease control, fruit quality assessment and determining time of optimal harvest.
- Demonstrate the ability to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.
- Make appropriate additions to maintain wine stability and to determine the optimum time to bottle and release the wine.
- Make sound enological decisions during the course of the entire year (or years to bottling) to ensure wine quality and a clean, safe winery workplace.

A major of 22 units is required for the associate in arts degree.

COURSE NUMBER	TITLE	UNITS
Required core courses (10 units):		
AG 101	Introduction to Winemaking	3
AG 102	Introduction to Viticulture	3
CHEM 120	Introductory Chemistry	4

Plus a minimum of 12 units selected from the following:

AG 114	Wine Business	3
AG 135	Grapevine Physiology	1
AG 315	Fertilizers and Plant Nutrition	4
BIOL 154	Botany	5
CHEM 151	General Chemistry 2	5
CHEM 140	Introductory Organic Chemistry	4
CHEM 150	General Chemistry 1	5
MATH 135	Calculus with Applications	4
MATH 181	Calculus 1	5
MATH 182	Calculus 2	5
PHYS 141	General Physics 1	4
PHYS 142	General Physics 2	4
BUS 121	Business Economics	3
Or		
Econ 121	Business Economics	3
AG 125	Soils and Plant Nutrition	4
AG 103	Sensory Evaluation of Wine	3
BIOL 128	Microbiology	5
AG 312	Viticulture II	3
AG 314	Organic/Biodynamic Wine	3

AGRIBUSINESS: WINE BUSINESS (A.S. & Certificate of Achievement)

Designed for students preparing for or advancing in careers involving selling wine to wholesalers, retailers, brokers, restaurants and the public. Those seeking to enter or upgrade careers in the wine industry in marketing, public relations and promotion will find this program suited to their needs.

The graduate of the AS or certificate program in wine business will:

- Identify and suggest business strategies in the wine and grape industry considering financial management principles of vineyard and winery operations and strategic planning.
- Analyze promotion, selling, marketing and distribution possibilities.
- Evaluate benchmarking and brand name recognition alternatives.
- Analyze consumer and market conditions
- Consider accounting, logistics, compliance, legal, labor and tax issues in the wine industry.

A major of 22 units is required for the associate in science degree and certificate.

COURSE NUMBER	TITLE	UNITS
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Required core courses (11 units)

AG 101	Introduction to Winemaking	3
AG 102	Introduction to Viticulture	3
AG 114	Wine Business	3
AG 320	Wine Tasting Room Sales	2

Plus a minimum of 11 units selected from the following:

AG 104	Advanced Sensory Evaluation of Wine	3
AG 105	Wine Marketing and Sales	3
or		
BUS 102	Marketing	3
AG 103	Sensory Evaluation of Wine	3
AG 149	Cooperative Work Experience: Occupation (related to Wine Business)	1-8
AG 301	Pairing Wine and Food	.5
AG 302	Advanced Pairing Wine and Food	.5
AG 303	Epicurean Wine and Food	.5
BUS 101	Introduction to Business	3
BUS 103	Advertising	3
BUS 104	Business Organization and Management	3
ACCT 130	Financial Accounting	3
BUS 160	Business Communications	3
CBIS 101	Computer Concepts and Applications	3
or		
CS 102	Introduction to Computing with HTML	3
BUS 110	Business Law	3

AGRIBUSINESS: VITICULTURE (A.S. & Certificate of Achievement)

Designed for students preparing for or advancing in careers such as vineyard management, pest management, fertilizer sales or irrigation management.

The graduate of the AS or certificate program in viticulture will:

- Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry.
- Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.
- Identify common vineyard problems and suggest solutions.
- Identify effects on different soils in viticulture and analyze precision viticulture practices and be able to use the information for continuous vineyard improvement.
- Analyze costs and sustainable alternatives in viticulture.

A major of 26 units is required for the associate in science degree and certificate.

COURSE NUMBER	TITLE	UNITS
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Required core courses (17 units):

AG 102	Introduction to Viticulture	3
AG 120	Viticulture Operations 1	3
AG 121	Viticulture Operations 2	3
AG 125	Soils and Plant Nutrition	4

AG 130	Integrated Pest Management for Grapes	4
Plus a minimum of 9 units selected from the following:		
AG 101	Introduction to Winemaking	3
AG 103	Sensory Evaluation of Wine	3
AG 122	Viticulture Operations 3	3
AG 114	Wine Business	3
AG 135	Grapevine Physiology	1
AG 140	Viticulture Operations 4	3
AG 141	Viticulture Operations 5	3
AG 142	Viticulture Operations 6	3
AG 149	Cooperative Work Experience: Occupational (related to Viticulture)	1-8
AG 307	Vineyard Irrigation	3
AG 308	Wine Analysis	3
AG 312	Advanced Viticulture	3
AG 314	Organic/Biodynamic Wine	3
AG 315	Fertilizers and Plant Nutrition	4
BIOL 154	General Botany	5
CHEM 120	Chemistry	4
AG 310	Basic Winemaking I	2
AG 311	Basic Winemaking II	2

AGRIBUSINESS: PAIRING WINE AND FOOD (Certificate of Accomplishment)

Designed to train students to evaluate the sensory components of different styles of wines from several grape-growing regions and to plan and prepare specific dishes that complement each wine.

The graduate of the certificate program in pairing wine and food will:

- Analyze and suggest appropriate and innovative food pairings to most common wines.
- Be able to prepare these foods and comment about the pairing possibilities.
- Identify characteristics of wine from different cultivars and regions.
- Evaluate the sensory components of different wines.

A total of 3 units is required for the certificate.

Agricultural Science AS presented for approval

Allan Hancock College's Agricultural Sciences Program is designed for students preparing for, or advancing in, careers such as agribusiness, agricultural mechanics, animal sciences, environmental horticulture, soil sciences or agricultural sciences. Students will gain practical skills in effective communication, problem solving, critical thinking, collaboration, and leadership through hands-on learning and field trips to local agricultural institutions. This program will expose students to the many jobs associated with the agricultural sciences such as ranch manager, agricultural engineer, food scientist, public gardens director, agricultural product developer, animal biologist, or plant pathologist, with an emphasis on local career opportunities.

Program Learning Outcomes: *The graduate of the A.S. or certificate program in agricultural sciences will:*

- Apply current agricultural industry standards in the agricultural sciences, or related fields.
- Assess and differentiate effects of agricultural activities in plant and animal cropping systems, while describing alternative practices in order to make sound agricultural decisions that ensure the quality and success of a crop.
- Employ effective business, sales, marketing, and communications skills when presented with an agribusiness or farm management situation.

- Demonstrate knowledge of soils, fertilizers, plant nutrition, and current industry growing techniques and apply this understanding to successfully raise horticultural crops.
- Analyze current market trends, costs, and inputs, to provide sustainable solutions in farming and ranching systems.

The A.S. in Agricultural Science program requires completion of 60 semester units including major units and general education courses. A major of 22 units is required for the associate in science degree and certificate.

Requirements	Dept. Name/#	Name	Units	CSU-GE	IGETC	Sequence	
Required Core (13 units)	AG 150	Intro to Agribusiness	3			Yr 1, Fall	
	AG 154	Introduction to Fruit Science	3		Area 5A	Yr 1, Spring	
	AG 125	Soils and Plant Nutrition	4		Area 5A	Yr 1, Fall	
	AG 156	Environmental Horticulture	3			Yr 2, Fall	
Plus a minimum of 9 units selected from the following:	AG 102	Introduction to Viticulture	3		Area 5B	Yr 2, Spring	
	AG 152	Principles of Animal Science	3			Yr 1, Spring	
	AG 130	Integrated Pest Management	4			Yr 2, Spring	
	AG 155	Intro to Mechanized Agriculture	3			Yr 1, Spring	
	AG 157	Agricultural Sales, Communication & Leadership	3			Yr 2, Fall	
	AG 153	Intro to Sustainable Agriculture	3			Yr 1, Fall	
	AG 158	Ag Economics	3	B2		Yr 2, Fall	
	AG 307	Vineyard Irrigation	3		Area 5B/5C	Yr 2, Fall	
	AG 315	Fertilizers and Plant Nutrition	4			Yr 1, Spring	
	BIOL 154	General Botany	4			Yr 1, Fall	
	FSN 133	Introduction to Food Science	3			Yr 1, Fall	
	FSN 134	Foods Customs and Culture	3			Yr 1, Spring	
	BUS 110	Business Law	3	D2		Yr 1, Fall	
	ACCT 130	Financial Accounting	3	D2	Area 4B	Yr 1, Summer	
	ACCT 140	Managerial Accounting	3		Area 4B	Yr 2, Fall	
	ECON 101	Macro Economics	3	B4		Yr 2, Spring	
	ECON 102	Micro Economics	3	B1/B3	Area 2	Yr 2, Spring	
	CBIS 101	Computer Concepts and Applications	3	B1/B3	Area 5A/5C	Yr 1, Summer	
	MATH 123	Statistics	3	B1/B3		Yr 1, Fall	
	PHYS 141	General Physics I	4		Area 5A/5C	Yr 2, Spring	
	CHEM 110	Chemistry and Society	4		Area 5A/5C	Yr 1, Fall	
	CHEM 120	Introductory Chemistry	4			Yr 1, Fall	
	CHEM 150	General Chemistry I	4			Yr 2, Fall	
				5			

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments.

Section B. Plan of Action

Plan of Action - Pre-Validation

Sixth Year

DEPARTMENT: Life and Physical Science

PROGRAM: Agribusiness

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT	Strategic Direction from AHC Strategic Plan	TARGET DATE
Coordinate with the local industry our College Internship program	SLS 2,3,4,6, 11	Ongoing
Establish Student Outcomes Assessments in all classes	SLS 1,2,3,4,6	Ongoing
Follow up with a Tutor's program to improve student achievement	SLS 2,3,4,6	Fall 2016
Promote work practices internships and student exchange with other institutions.	SLS 2,3,4,6	Ongoing
Broaden the use of Blackboard/Canvas as a supplement in all courses	SLS 6	Ongoing
Improve the engagement in all courses with updated materials, videos, games and quizzes.	SLS 2,3,4,6	Ongoing

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Strategic Plan Goal	TARGET DATE
Enrollment Changes		
Demographic Changes Promote courses to more Hispanics and women.	SLS 5	Ongoing

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT	Strategic Plan Goal	TARGET DATE
Curricular Changes		
1. A new AS degree and Certificate is needed in Winemaking/Enology. The classes are being offered but there is no specific degree in Winemaking.	SLS 2,3,4, IR 2	Prepared Fall 2017
2. Send for approval the Agriculture Science AS. Then the Agribusiness AST and Plant Propagation AST.	SLS 2,3,4, IR 2	S2016 Fall 2018
3. Include newly created courses as core, selectives or electives in curriculum. Bring back the Winemaking operations course as required allowing students 18+ to take these courses. (Revise course to 18 year old students)	SLS 2,3,4, IR 2	Ongoing
4. Conduct assessment about Winemaking/Enology Curriculum, Wine Business Curriculum and Agriculture Curriculum	SLS 1,2,3,4, IR 2	Fall 2017
5. Design distance learning introductory courses. One in each discipline Viticulture, Winemaking, Wine Business. Add a Wine Financial management course.	SLS 2,3,4, IR 2	Fall 2018
	SLS 2,3,4, IR 2	Fall 2019
	SLS 2,3,4, IR 2	Ongoing

<ul style="list-style-type: none"> 6. Develop new Online courses for wine business in order to attract more people e that very active in the industry. 7. Make our website program access information more streamlined 8. Prepare videos, games and activities for student engagement. 9. Prepare more field trips, participation in industry activities. 	SLS 2,3,4, IR 2	Ongoing Ongoing
<p>Co-Curricular Changes</p> <ul style="list-style-type: none"> 1. Reevaluation and update class materials, including viticulture, wine analysis, winemaking class lab manuals. 2. Prepare exercises for each class in Blackboard and study materials. 3. Update course outlines for instructors in selected classes e.g. Wine Analysis, Food and Wine Pairing, Viticulture, Winemaking, and Wine Business 4. Coordinate guest speakers and field trips in order to allow all students from the program to participate 5. Prepare guide for part time faculty in agribusiness 	SLS 4, IR 2 SLS 4, IR 2 SLS 4, IR 2 SLS 4, IR 2 SLS 4, IR 2	Ongoing Ongoing Ongoing Ongoing Spring 2017
Neighboring College and University Plans		
<p>Related Community Plans</p> <ul style="list-style-type: none"> 1. The wine sales can improve participation in the community and promote the overall program. 2. One possibility to study would be to offer, together with Culinary Arts, a series of dinners served by our students, pairing food and wine. 3. We could also use funnier wine labels. We could possibly represent different programs with one label dedicated to each, e.g. dance, automotive, ceramics, music, biology, etc. 	SLS 6, 7, I1 SLS 6, 7, I1 SLS 6, 7, I1	Ongoing Fall 2018 Fall 2018

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Strategic Plan Goal	TARGET DATE
<p>Facilities</p> <ul style="list-style-type: none"> 1. Operational greenhouse (Electricity and others). Estimated cost (\$20K) 2. Clonal demonstration and different trellis systems at the campus vineyard. Estimated cost (\$2K) 3. Signage on vineyard and winery. Inside vineyard, signage of different clones and cultivars. (\$3K) 	SLS 2, 6, IR 2 SLS 2, 6, IR 2 SLS 2, 6, IR 2	Fall 2017 Fall 2018 Fall 2018
<p>Equipment</p> <ul style="list-style-type: none"> 1. Filtration new equipment for winery. (\$35K) (Probably purchased by AHC V&E Foundation) 2. Pick up truck for agriculture and viticulture (\$15K) 3. Kegs and carboys are needed at the winery. (\$2K) 4. One fermentation tank for red wine. (\$13K) 5. Barrel steam cleaner. (\$12K) 6. Capper for winery. (\$7K) 7. Tractor with cabin for vineyard. (42K) 	SLS 2, 6, IR 2 SLS 2, 6, IR 2	Fall 2017 Fall 2017 Fall 2017 Fall 2017 Fall 2017 Fall 2017 Fall 2017
<p>Staffing</p> <ul style="list-style-type: none"> 1. Full time AG Instructor (\$92,000) <p>Lastly, without qualified instructors in place, we can't offer Agriculture</p>	IR 1, IR 2	Fall 2017

<p>courses. We can become the main community college in Agriculture in SLO, SB and Ventura counties, but we do need a dedicated AG instructor.</p> <p>2. Lab Assistant (\$50,000) Part time 20 hours per week.</p> <p>And a revolving issue, probably what will increase the efficiency of our program the most is a dedicated Lab Assistant for Viticulture and Enology.</p>	<p>IR 1, IR 2</p>	<p>ASAP. Now requested already in previous Program Review.</p>
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Program Review -- Validation Team Members

TO: David Humphreys, academic dean

Date: Friday, November 4, 2015

From: Alfredo Koch, coordinator Agribusiness

We recommend the following persons for consideration for the validation team of:

DEPARTMENT: Life and Physical Sciences PROGRAM: Agribusiness

(Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.)

Chris Brown Winemaking
(Name) (Related Discipline/Program)

DK Philbin Chemistry
(Name) (Unrelated Discipline/Program)

Rob Lennihan Microbiology
(Name) (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: Someone from a four-year institution in the same discipline; Someone from another community college in the same discipline; A high school instructor in the same discipline; A member of an advisory committee for the program. Please complete the following as relevant to your program review.

_____	_____	
(Name)	(Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address
_____	_____	
(Name)	(Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

APPROVED: _____
Academic Dean

Date

Executive Summary

AGRIBUSINESS

1. MAJOR FINDINGS

Strengths of the program/discipline:

- Faculty are dedicated to student success and growth.
- There is a wide range of courses (50+).
- New winery (bonded) allows for sale of AHC wines.
- Active vineyard; crop is doing well.
- The program provides hands-on industry-quality instruction in wine-making and vineyard operations.
- Part-time Faculty are experienced in the wine and viticulture industries.
- Data indicate students have high satisfaction with Quality of Instruction, the way the program Meets their Educational Goals, the way the program contributes to their Intellectual Growth Content, the Physical Facilities, and Instructional Equipment.
- Many opportunities for skill upgrades and post-program employment.

Concerns regarding the program/discipline:

- There is a wide range of courses (50), but only one Full-Time Faculty.
- No dedicated lab assistant.
- Sustainability of specialized courses.
- Lack of full-time faculty to meet needs of program (teaching, coordinating, assessment).
- Ongoing challenge to fund lab equipment and supplies; obtain and secure equipment.
- No electricity to greenhouse, which affects over one dozen courses (Environmental Horticulture; Soils; Plant Propagation; Viticulture Practices I through VI; Small Acreage Viticulture; Plant Science; Fertilizers; Intro to Viticulture; Advanced Viticulture; Intro to Fruit Science).
- Student population with a wide range of experience, goals.
- Students do not complete A.A. degrees.

2. RECOMMENDATIONS

- Focus on basics to ensure critical courses in various degrees are not jeopardized by lack of enrollment.
- Seek to hire a Science Laboratory Specialist (37 hrs/wk) and/or a Laboratory Assistant (19 hrs/wk)



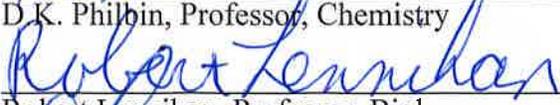
- Seek to hire Full-time Agricultural Science Faculty.
- Seek to hire a second Full-Time Agribusiness instructor to help teach classes and coordinate Viticulture and Enology program.
- Create Lab Manuals for lab courses.
- Create a manual for part-timers to help them navigate their way through various forms.
- Develop-long term budget and seek opportunities for funding to cover supplies, consumables and life of equipment.
- Work with counselors to advise students on A.A./A.S. degrees and upcoming ADT.
- Work with Cal Poly Ag program to encourage stronger links and encourage transfer, and possible Cal Poly interns to help with program/vineyard, etc.
- Convert online materials to Canvas and develop student engaging materials
- Purchase new tractor with cabin for vineyard and pick up for vineyard, winery and agricultural activities

VALIDATION TEAM SIGNATURE PAGE



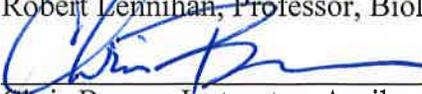
D.K. Philbin, Professor, Chemistry

Date: 4/8/2016



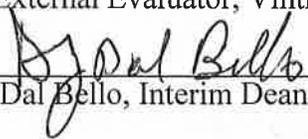
Robert Lennihan, Professor, Biology

Date: 4/12/16



Chris Brown, Instructor, Agribusiness
External Evaluator, Vintner

Date: 4/7/16



Dom Dal Bello, Interim Dean, Academic Affairs

Date: 4/6/16

Plan of Action – Post-Validation

(Sixth-Year Evaluation)

DEPARTMENT Life & Physical Science

PROGRAM Agribusiness

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT	Strategic Direction from AHC Strategic Plan	TARGET DATE
Coordinate with the local industry our College Internship program	SLS 2,3,4,6, 11	Ongoing
Establish Student Outcomes Assessments in all classes	SLS 1,2,3,4,6	Ongoing
Follow up with a Tutor's program to improve student achievement	SLS 2,3,4,6	Fall 2016
Promote work practices internships and student exchange with other institutions.	SLS 2,3,4,6	Ongoing
Broaden the use of Blackboard/Canvas as a supplement in all courses	SLS 6	Ongoing
Improve the engagement in all courses with updated materials, videos, games and quizzes.	SLS 2,3,4,6	Ongoing

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Strategic Plan Goal	TARGET DATE
Enrollment Changes		
Demographic Changes Promote courses to more Hispanics and women.	SLS 5	Ongoing

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT	Strategic Plan Goal	TARGET DATE
Curricular Changes		
10. A new AS degree and Certificate is needed in Winemaking/Enology.	SLS 2,3,4, IR 2	Prepared Fall 2017
11. Send for approval the Agriculture Science AS. Then the Agribusiness AST and Plant Propagation AST.	SLS 2,3,4, IR 2	S2016 Fall 2018
12. Include newly created courses as core, selectives or electives in curriculum. Bring back the Winemaking operations course as required allowing students 18+ to take these courses. (Revise	SLS 2,3,4, IR 2	Ongoing

<p>course to 18 year old students)</p> <p>13. Conduct assessment about Winemaking/Enology Curriculum, Wine Business Curriculum and Agriculture Curriculum</p> <p>14. Design distance learning introductory courses. One in each discipline Viticulture, Winemaking, Wine Business. Add a Wine Financial management course.</p> <p>15. Develop new Online courses for wine business</p> <p>16. Make our website program access information more streamlined</p> <p>17. Prepare videos, games and activities for student engagement.</p> <p>18. Prepare more field trips, participation in industry activities.</p>	<p>SLS 1,2,3,4, IR 2</p> <p>SLS 2,3,4, IR 2</p>	<p>Fall 2017</p> <p>Fall 2018</p> <p>Fall 2019</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Co-Curricular Changes</p> <p>6. Reevaluation and update class materials, including viticulture, wine analysis, winemaking class lab manuals.</p> <p>7. Prepare exercises for each class in Blackboard and study materials.</p> <p>8. Update course outlines for instructors in selected classes e.g. Wine Analysis, Food and Wine Pairing, Viticulture, Winemaking, and Wine Business</p> <p>9. Coordinate guest speakers and field trips in order to allow all students from the program to participate</p> <p>10. Prepare guide for part time faculty in agribusiness</p>	<p>SLS 4, IR 2</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring 2017</p>
<p>Neighboring College and University Plans</p>		
<p>Related Community Plans</p> <p>1. The wine sales can improve participation in the community and promote the overall program.</p> <p>2. One possibility to study would be to offer, together with Culinary Arts, a series of dinners served by our students, pairing food and wine.</p> <p>3. We could also use funnier wine labels. We could possibly represent different programs with one label dedicated to each, e.g. dance, automotive, ceramics, music, biology, etc.</p>	<p>SLS 6, 7, I1</p> <p>SLS 6, 7, I1</p> <p>SLS 6, 7, I1</p>	<p>Ongoing</p> <p>Fall 2018</p> <p>Fall 2018</p>

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Strategic Plan Goal	TARGET DATE
<p>Facilities</p> <p>1. Operational greenhouse (Electricity and others). Estimated cost (\$20K)</p> <p>2. Clonal demonstration and different trellis systems at the campus vineyard. Estimated cost (\$2K)</p> <p>3. Signage on vineyard and winery. Inside vineyard, signage of different clones and cultivars. (\$3K)</p>	<p>SLS 2, 6, IR 2</p> <p>SLS 2, 6, IR 2</p> <p>SLS 2, 6, IR 2</p>	<p>Fall 2017</p> <p>Fall 2018</p> <p>Fall 2018</p>
<p>Equipment</p> <p>1. Filtration new equipment for winery. (\$35K) (Probably purchased by AHC V&E Foundation)</p> <p>2. Pick up truck for agriculture and viticulture (\$15K)</p> <p>3. Kegs and carboys are needed at the winery. (\$2K)</p> <p>4. One fermentation tank for red wine. (\$13K)</p> <p>5. Barrel steam cleaner. (\$12K)</p> <p>6. Capper for winery. (\$7K)</p>	<p>SLS 2, 6, IR 2</p>	<p>Fall 2017</p> <p>Fall 2017</p> <p>Fall 2017</p> <p>Fall 2017</p> <p>Fall 2017</p> <p>Fall 2017</p>



Plan Of Action – Post-Validation – Signature Page

Review and Approval

Plan Prepared By:

MEMBERS	SIGNATURE	DATE
Alfredo Koch		
DK Philbin		
Robert Lennihan		

Reviewed by:

Department Chair*

_____ Date: _____

**Signature of Department Chair indicates approval by department of Plan of Action.*

Reviewed:

Dean of Academic Affairs

_____ Date: _____

Vice President, Academic Affairs

_____ Date: _____

Appendix

Student Data

Program Review, Program Review Paper Surveys,

Program Review

Program Review Paper Surveys ()
No. of responses = 115
For the Period:



Survey Results

Part I. Please indicate how satisfied you are, in general, with the following aspects of the Agribusiness Program.

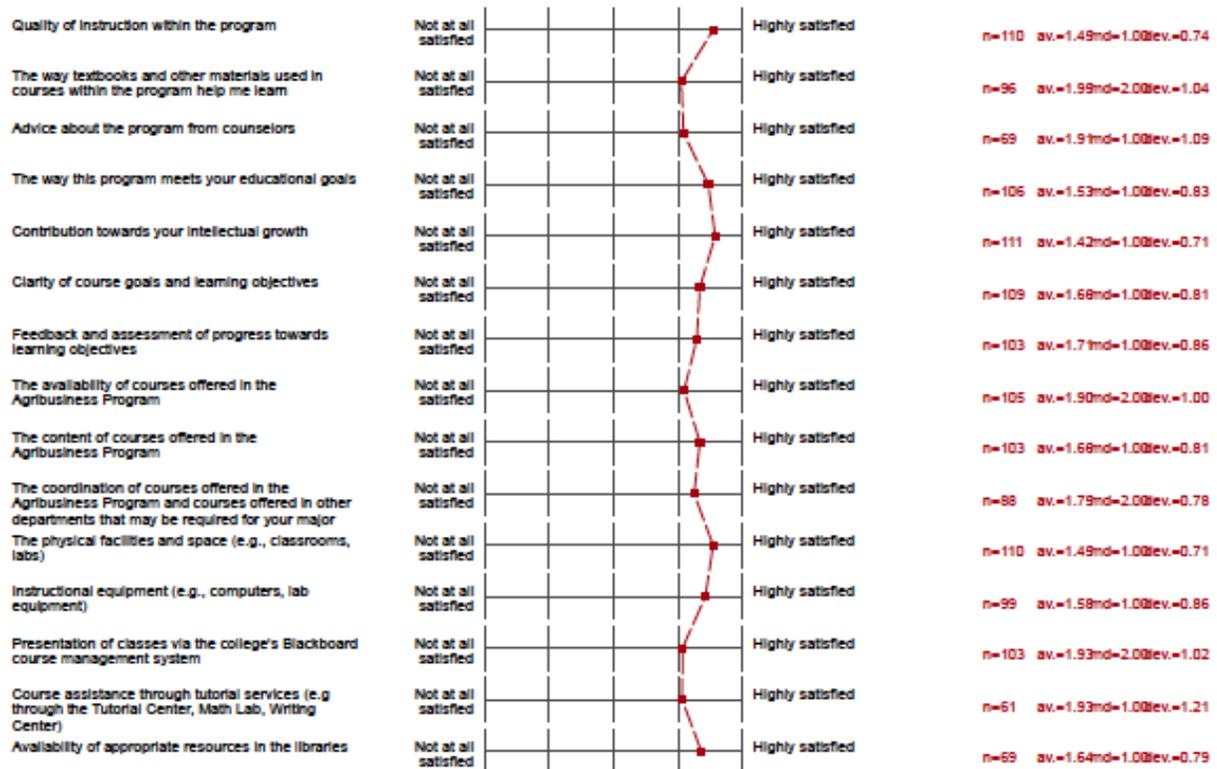


Profile

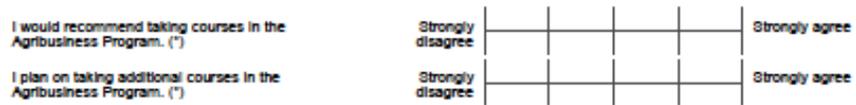
Subunit: IR General Surveys
 Name of the Instructor: Program Review
 Name of the course: Program Review Paper Surveys
 (Name of the survey)

Values used in the profile line: Mean

Part I. Please indicate how satisfied you are, in general, with the following aspects of the Agribusiness Program.

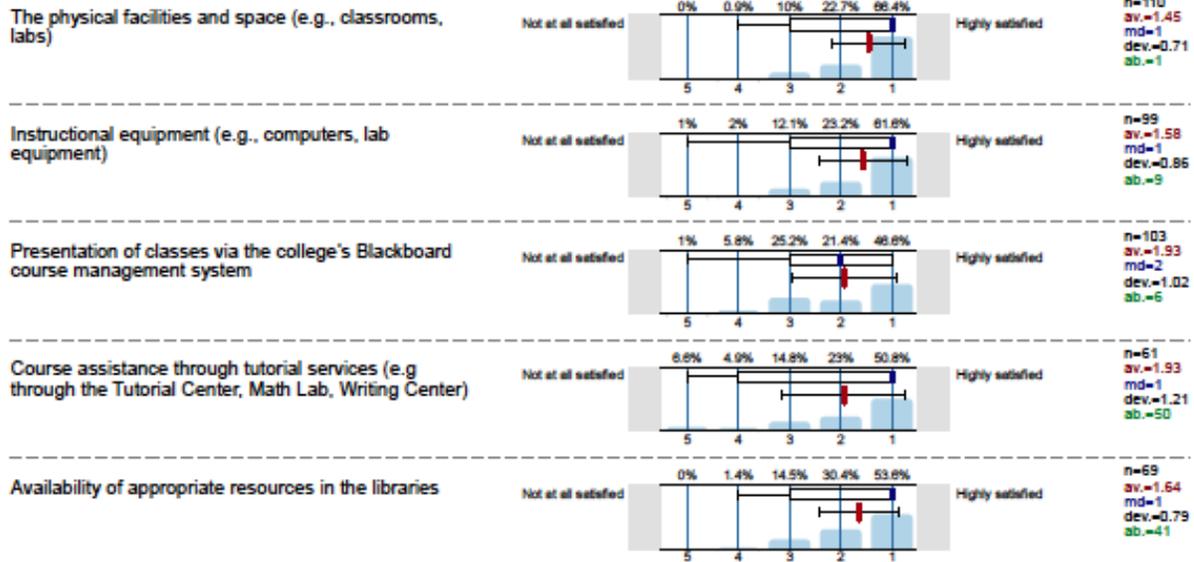


Part II. Please answer the following questions about the Agribusiness Program.



(*) Note: If the number of responses to a question is too low the evaluation will not be displayed in the profile line.

Program Review, Program Review Paper Surveys,



Part II. Please answer the following questions about the Agribusiness Program.

Which of the following best describes your reason for taking this and other courses in the Agribusiness Program?	The evaluation will not be displayed due to low response rate.
Compared to the beginning of the semester, your attitude about the Agribusiness Program has	The evaluation will not be displayed due to low response rate.
I would recommend taking courses in the Agribusiness Program.	The evaluation will not be displayed due to low response rate.
I plan on taking additional courses in the Agribusiness Program.	The evaluation will not be displayed due to low response rate.

Part IV. Background Questions

How many units have you completed prior to this semester?	The evaluation will not be displayed due to low response rate.
In how many units are you currently enrolled?	The evaluation will not be displayed due to low response rate.
What is your final academic goal?	The evaluation will not be displayed due to low response rate.

REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES						
	Cours e	CURREN T	CURRENT	LEVEL OF SCRUTINY	RESULT	ACTION TO BE TAKEN
	Prefix No	Limitation on Enrollmen t	Prerequisite/Coreq/Advis ory/	(Statistics, Content Review, UC/CSU Comparison, Student Survey – list all)	(i.e., current PCA is established, should be dropped/modifi ed or new PCA is established)	(None, APP- Major or Minor)
1	AG 101					
2	AG 102					
3	AG 103	21 yrs old				
4	AG 104	21 yrs old	AG 103	Content Review	Ok	None
5	AG 105					
6	AG 106		AG 101	Content Review	Sunset course	Major AP&P
7	AG 114					
8	AG 120					
9	AG 121					
10	AG 122					
11	AG 125					
12	AG 130		AG 102	UC Comparison	Dropped	Major AP&P
13	AG 134					
14	AG 135					
15	AG 140		AG 120	Content Review	Ok	None
16	AG 141		AG 121	Content Review	Ok	None

17	AG 142		AG 122	Content Review	Ok	None
18	AG 149					
19	AG 150					
20	AG 151		AG 101 or conc			
21	AG 152					
22	AG 153					
23	AG 154					
24	AG 155					
25	AG 156					
26	AG 157					
27	AG 158					
28	AG 160					
29	AG 161					
30	AG 179					
31	AG 189					
32	AG 199					
33	AG 301	21 yrs old	AG 301	Content Review	Ok	None
34	AG 302	21 yrs old	AG 302	Content Review	Ok	None
35	AG 303	21 yrs old				
36	AG 304	21 yrs old	AG 301	Content Review	Ok	None
37	AG 305	21 yrs old	AG 301	Content Review	Ok	None
38	AG 306	21 yrs old	AG 301	Content Review	Ok	None
39	AG 307					
40	AG 308					
41	AG 310	21 yrs old	AG 101	Content Review	Ok	None

4 2	AG 311	21 yrs old	AG 310/ AG 101	Content Review	Ok	None
4 3	AG 312		AG 102	Content Review	Ok	None
4 4	AG 314					
4 5	AG 315					
4 6	AG 316		AG 101	Content Review	Ok	None
4 7	AG 318	21 yrs old	AG 101	Content Review	Ok	None
4 8	AG 320					
4 9	AG 321	21 yrs old	AG 310	Content Review	Ok	None
5 0	AG 322	21 yrs old	AG 311	Content Review	Ok	None
5 1	AG 379					

COURSE REVIEW VERIFICATION

Discipline: Agribusiness –Life & Physical Science

Year: 2015-16

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):

Prefix/#	Name	Units
AG 101	Introduction to Winemaking/Enology	3
AG 102	Introduction to Viticulture	3
AG 103	Sensory Evaluation of Wine	3
AG 104	Advanced Wine Evaluation	3
AG 114	Wine Business	3
AG 120	Viticulture Operations 1	3
AG 121	Viticulture Operations 2	3
AG 122	Viticulture Operations 3	1
AG 125	Soils and Plant Nutrition	4
AG 130	Integrated Pest Management for Grapes	4
AG 134	Internship Seminar	1
AG 135	Grapevine Physiology	1
AG 140	Viticulture Operations 4	3
AG 141	Viticulture Operations 5	3
AG 142	Viticulture Operations 6	1
AG 149	Cooperative Work Experience: Occupational	1 to 8
AG 150	Introduction to Agribusiness	3
AG 152	Introduction to Animal Science	3
AG 153	Introduction to Sustainable Agriculture	3
AG 154	Introduction to Fruit Science	3
AG 155	Introduction to Mechanized Agriculture	3
AG 156	Intro to Environmental Horticulture	3
AG 157	Agricultural Sales, Communication and Leadership	3
AG 158	Agriculture Economics	3
AG 179	Experimental Courses in Agribusiness	.5 to 10
AG 189	Independent Projects in Agribusiness	1.0-3
AG 199	Special Topics in Agribusiness	.5-3
AG 301	Pairing Wine and Food	.5
AG 302	Advanced Pairing Wine and Food	.5
AG 303	Epicurean Wine and Food	.5
AG 304	Dessert Wine and Food Pairing	.5



AG 305	Pairing the Wine and Food of Provence	.5
AG 306	Pairing the Wine and Food of Tuscany	.5
AG 307	Vineyard Irrigation	3
AG 308	Wine Analysis	3
AG 310	Winemaking Operations I	2
AG 311	Winemaking Operations II	2
AG 312	Advanced Viticulture	3
AG 314	Organic/Biodynamic Wine	3
AG 315	Fertilizers and Plant Nutrition	4
AG 316	Introduction to Wine Microbiology	3
AG 318	Advanced Winemaking	3
AG 320	Wine Tasting Room Sales	1/5
AG 321	Winemaking Operations III	2
AG 322	Winemaking Operations IV	2
		.5 to
AG 379	Experimental Courses in Agribusiness	10

2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 2016 SPRING 20 :

AG 105	Wine Marketing and Sales	3
AG 106	Winery Organization	3
AG 125	Soils and Plant Nutrition	4

3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 2016 SPRING 20 :

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: 2013
List the courses: AG 102, etc.

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on:

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: _____

Course Review Team Members:

Alfredo Koch

Signature Date

Signature Date

Signature Date

Signature Date

Signature AP&P Chair Date

Signature Academic Dean Date

2

1

ILO/PSLO Summary Map by Course/Context

Selected SLOs: PSLOs for Agribusiness

Course Group: Courses for Agribusiness

Courses	SLOs	Agribusiness Program Outcomes: Agribusiness Program Outcome	Agribusiness Program Outcomes: Agribusiness: Animal Sciences			
		Agribusiness - Does Not Map to Degree or Certificate	AG AS PSLO1 - Apply current agricultural industry standards in the agricultural sciences, or related field.	AG AS PSLO2 - Assess and differentiate effects of agricultural activities in plant and animal cropping systems, while describing alternative practices in order to make sound agricultural decisions that ensure the quality and success of a crop.	AG AS PSLO3 - Demonstrate effective animal husbandry skills including familiarization with livestock anatomy, physiology, and genetics.	AG AS PSLO4 - Employ effective business, sales, marketing, and communication skills when presented with an agribusiness or farm management situation.
AG101						
AG102						
AG103						
AG104						
AG114						
AG120						
AG121						
AG122						
AG125						
AG130						
AG135						
AG140						
AG141						
AG142						
AG150						
AG152					6	
AG153						
AG154						
AG155						
AG156						
AG157						

Courses	SLOs	Agribusiness Program Outcomes: Agribusiness Program Outcome	Agribusiness Program Outcomes: Agribusiness: Animal Sciences			
		Agribusiness - Does Not Map to Degree or Certificate	AG AS PSLO1 - Apply current agricultural industry standards in the agricultural sciences, or related field.	AG AS PSLO2 - Assess and differentiate effects of agricultural activities in plant and animal cropping systems, while describing alternative practices in order to make sound agricultural decisions that ensure the quality and success of a crop.	AG AS PSLO3 - Demonstrate effective animal husbandry skills including familiarization with livestock anatomy, physiology, and genetics.	AG AS PSLO4 - Employ effective business, sales, marketing, and communication skills when presented with an agribusiness or farm management situation.
AG158						
AG179A						
AG179C						
AG179D						
AG189						
AG301						
AG302						
AG303						
AG304						
AG307						
AG308						
AG310						
AG311						
AG312						
AG314						
AG315						
AG320						
AG379C						
AG379D						
AG379E		4				
		4			6	

Courses	SLOs	Agribusiness Program Outcomes: Agribusiness: Animal Sciences			Agribusiness Program Outcomes: Agribusiness: Enology/Viticulture Program Outcomes	
		AG AS PSLO5 - Demonstrate comprehension of soils, fertilizers, plant nutrition, and current industry growing techniques and apply this understanding to successfully raise horticultural crops.	AG AS PSLO6 - Analyze current market trends, costs, and inputs, to provide sustainable solutions in farming and ranching systems.	AG AS PSLO7 - Provide basic mechanical and project construction skills, and agricultural equipment training with an emphasis on worker safety practices.	AG E/V PSLO - Demonstrate an understanding of the yearly cycle of the vineyard.	AG E/V PSLO - Demonstrate the ability to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.
AG101						
AG102						
AG103						
AG104						
AG114						
AG120						
AG121						
AG122						
AG125						
AG130						
AG135						
AG140						
AG141						
AG142						
AG150						
AG152						
AG153						
AG154						
AG155						
AG156						
AG157						
AG158						
AG179A						
AG179C						
AG179D						
AG189						
AG301						
AG302						
AG303						

Courses	SLOs	Agribusiness Program Outcomes: Agribusiness: Animal Sciences			Agribusiness Program Outcomes: Agribusiness: Enology/Viticulture Program Outcomes	
		AG AS PSLO5 - Demonstrate comprehension of soils, fertilizers, plant nutrition, and current industry growing techniques and apply this understanding to successfully raise horticultural crops.	AG AS PSLO6 - Analyze current market trends, costs, and inputs, to provide sustainable solutions in farming and ranching systems.	AG AS PSLO7 - Provide basic mechanical and project construction skills, and agricultural equipment training with an emphasis on worker safety practices.	AG E/V PSLO - Demonstrate an understanding of the yearly cycle of the vineyard.	AG E/V PSLO - Demonstrate the ability to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.
AG304						
AG307						
AG308						
AG310						
AG311						
AG312						
AG314						
AG315						
AG320						
AG379C						
AG379D						
AG379E						

Courses	SLOs	Agribusiness Program Outcomes: Agribusiness: Enology/Viticulture Program Outcomes			
		AG E/V PSLO - Describe and demonstrate proficiency in pruning, irrigation, canopy management, pest and disease control, fruit quality assessment and determining time of optimal harvest.	AG E/V PSLO - Demonstrate an understanding of the yearly cycle in the winery.	AG E/V PSLO - Describe and demonstrate a proficiency in crushing, fermenting and pressing.	AG E/V PSLO - Demonstrate a proficiency in chemically analyzing juice, must and wines and be able to interpret the data in order to take the appropriate action.
AG101		2		1	1
AG102					
AG103				2	1
AG104					3
AG114					
AG120					
AG121					
AG122					
AG125					
AG130					
AG135					
AG140					
AG141					
AG142					
AG150					
AG152					
AG153					
AG154					
AG155					
AG156					
AG157					
AG158					
AG179A					
AG179C					
AG179D					
AG189					
AG301					
AG302					
AG303					
AG304					

		Agribusiness Program Outcomes: Agribusiness: Enology/Viticulture Program Outcomes				
Courses	SLOs	AG E/V PSLO - Describe and demonstrate proficiency in pruning, irrigation, canopy management, pest and disease control, fruit quality assessment and determining time of optimal harvest.	AG E/V PSLO - Demonstrate an understanding of the yearly cycle in the winery.	AG E/V PSLO - Describe and demonstrate a proficiency in crushing, fermenting and pressing.	AG E/V PSLO - Demonstrate a proficiency in chemically analyzing juice, must and wines and be able to interpret the data in order to take the appropriate action.	AG E/V PSLO - Make appropriate additions to maintain wine stability and to determine the optimum time to bottle and release the wine.
		AG307				
AG308				1	3	
AG310			2		2	1
AG311			2		2	1
AG312						
AG314						
AG315						
AG320						
AG379C						
AG379D						
AG379E						
			6	4	11	3

Courses	SLOs	Agribusiness Program Outcomes: Agribusiness: Enology/Viticulture Program Outcomes	Agribusiness Program Outcomes: Agribusiness: Pairing Wine and Food Program Outcomes			
		AG E/V PSLO - Make sound enological decisions during the course of the entire year (or years to bottling) to ensure wine quality and a clean, safe winery workplace.	AG PAIRING PSLO - Analyze and suggest appropriate and innovative food pairings to most common wines.	AG PAIRING PSLO - Be able to prepare these foods and comment about the pairing possibilities.	AG PAIRING PSLO - Identify characteristics of wine from different cultivars and regions.	AG PAIRING PSLO - Evaluate the sensory components of different wines.
AG101	1					
AG102						
AG103	1					
AG104						
AG114						
AG120						
AG121						
AG122						
AG125						
AG130						
AG135						
AG140						
AG141						
AG142						
AG150						
AG152						
AG153						
AG154						
AG155						
AG156						
AG157						
AG158						
AG179A						
AG179C						
AG179D						
AG189						
AG301				1		3
AG302		2		1		1

Courses	SLOs	Agribusiness Program Outcomes: Agribusiness: Enology/Viticulture Program Outcomes	Agribusiness Program Outcomes: Agribusiness: Pairing Wine and Food Program Outcomes			
		AG E/V PSLO - Make sound enological decisions during the course of the entire year (or years to bottling) to ensure wine quality and a clean, safe winery workplace.	AG PAIRING PSLO - Analyze and suggest appropriate and innovative food pairings to most common wines.	AG PAIRING PSLO - Be able to prepare these foods and comment about the pairing possibilities.	AG PAIRING PSLO - Identify characteristics of wine from different cultivars and regions.	AG PAIRING PSLO - Evaluate the sensory components of different wines.
AG303			1	1	1	
AG304			1	1		1
AG307						
AG308						
AG310						
AG311						
AG312						
AG314						
AG315						
AG320						
AG379C						
AG379D						
AG379E						
		2	4	4	1	5

		Agribusiness Program Outcomes: Agribusiness: Viticulture Program Outcomes				
Courses	SLOs	AG VIT PSLO - Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry.	AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.	AG VIT PSLO - Identify common vineyard problems and suggest solutions.	AG VIT PSLO - Identify effects on different soils in viticulture and analyze precision viticulture practices and be able to use the information for continuous vineyard improvement.	AG VIT PSLO - Analyze costs and sustainable alternatives in viticulture.
AG101						
AG102		2	3	1	1	
AG103						
AG104						
AG114						
AG120		1	5			
AG121		1	4			
AG122		1	2	1		
AG125			3		5	
AG130			2	1		
AG135		4				
AG140			2			1
AG141			1	2	1	1
AG142			4			
AG150						
AG152						
AG153						
AG154						
AG155						
AG156						
AG157						
AG158						
AG179A						
AG179C		1	1	1		
AG179D						
AG189						
AG301						

		Agribusiness Program Outcomes: Agribusiness: Viticulture Program Outcomes				
Courses	SLOs	AG VIT PSLO - Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry.	AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.	AG VIT PSLO - Identify common vineyard problems and suggest solutions.	AG VIT PSLO - Identify effects on different soils in viticulture and analyze precision viticulture practices and be able to use the information for continuous vineyard improvement.	AG VIT PSLO - Analyze costs and sustainable alternatives in viticulture.
AG302						
AG303						
AG304						
AG307			4			
AG308						
AG310						
AG311						
AG312		1	4	1		1
AG314		1	2	1		
AG315					10	
AG320						
AG379C						
AG379D						
AG379E						
		12	37	8	17	3

Courses	SLOs	Agribusiness Program Outcomes: Agribusiness: Wine Business Program Outcomes				
		AG BUS PSLO - Identify and suggest business strategies in the wine and grape industry considering financial management principles of vineyard and winery operations and strategic planning.	AG BUS PSLO - Analyze promotion, selling, marketing and distribution possibilities.	AG BUS PSLO - Evaluate benchmarking and brand name recognition alternatives.	AG BUS PSLO - Analyze consumer and market conditions.	AG BUS PSLO - Consider accounting, logistics, compliance, legal, labor and tax issues in the wine industry.
AG101						
AG102						
AG103						
AG104						
AG114		1	1	1	1	1
AG120						
AG121						
AG122						
AG125						
AG130						
AG135						
AG140						
AG141						
AG142						
AG150						
AG152						
AG153						
AG154						
AG155						
AG156						
AG157						
AG158						
AG179A						
AG179C						
AG179D						
AG189						
AG301						
AG302						
AG303						
AG304						

		Agribusiness Program Outcomes: Agribusiness: Wine Business Program Outcomes				
Courses	SLOs	AG BUS PSLO - Identify and suggest business strategies in the wine and grape industry considering financial management principles of vineyard and winery operations and strategic planning.	AG BUS PSLO - Analyze promotion, selling, marketing and distribution possibilities.	AG BUS PSLO - Evaluate benchmarking and brand name recognition alternatives.	AG BUS PSLO - Analyze consumer and market conditions.	AG BUS PSLO - Consider accounting, logistics, compliance, legal, labor and tax issues in the wine industry.
AG307						
AG308						
AG310						
AG311						
AG312						
AG314						
AG315						
AG320		1	1		2	2
AG379C						
AG379D						
AG379E						
		2	2	1	3	3

SLO Performance - ILO/PSLO Overall

Program: Agribusiness

Date: 09/02/2015

SLO Class: Agribusiness Program Outcomes

Terms:

PSLO: Agribusiness - Does Not Map to Degree or Certificate

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG AS PSLO1 - Apply current agricultural industry standards in the agricultural sciences, or related field.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG AS PSLO2 - Assess and differentiate effects of agricultural activities in plant and animal cropping systems, while describing alternative practices in order to make sound agricultural decisions that ensure the quality and success of a crop.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG AS PSLO3 - Demonstrate effective animal husbandry skills including familiarization with livestock anatomy, physiology, and genetics.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG AS PSLO4 - Employ effective business, sales, marketing, and communication skills when presented with an agribusiness or farm management situation.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG AS PSLO5 - Demonstrate comprehension of soils, fertilizers, plant nutrition, and current industry growing techniques and apply this understanding to successfully raise horticultural crops.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG AS PSLO6 - Analyze current market trends, costs, and inputs, to provide sustainable solutions in farming and ranching systems.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG AS PSLO7 - Provide basic mechanical and project construction skills, and agricultural equipment training with an emphasis on worker safety practices.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG EV PSLO - Demonstrate an understanding of the yearly cycle of the vineyard.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG E/V PSLO - Demonstrate the ability to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG E/V PSLO - Describe and demonstrate proficiency in pruning, irrigation, canopy management, pest and disease control, fruit quality assessment and determining time of optimal harvest.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG EV PSLO - Demonstrate an understanding of the yearly cycle in the winery.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	26	52.00%	5	10.00%	1	2.00%	18	36.00%	50	100.00%
Spring 2015	22	57.89%	5	13.16%	1	2.63%	10	26.32%	38	100.00%
Fall 2014	30	48.39%	12	19.35%	6	9.68%	14	22.58%	62	100.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	44	40.74%	36	33.33%	2	1.85%	26	24.07%	108	100.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	32	88.89%	4	11.11%	0	0.00%	0	0.00%	36	100.00%
Fall 2012	35	47.30%	21	28.38%	8	10.81%	10	13.51%	74	100.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	59	70.24%	17	20.24%	0	0.00%	8	9.52%	84	100.00%
Fall 2011	36	54.55%	8	12.12%	22	33.33%	0	0.00%	66	100.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	284	54.83%	108	20.85%	40	7.72%	86	16.60%	518	100.00%

PSLO: AG E/V PSLO - Describe and demonstrate a proficiency in crushing, fermenting and pressing.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	10	40.00%	6	24.00%	0	0.00%	9	36.00%	25	100.00%
Spring 2015	2	50.00%	0	0.00%	0	0.00%	2	50.00%	4	100.00%
Fall 2014	15	48.39%	6	19.35%	3	9.68%	7	22.58%	31	100.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	5	35.71%	7	50.00%	0	0.00%	2	14.29%	14	100.00%
Fall 2013	27	50.00%	13	24.07%	1	1.85%	13	24.07%	54	100.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	11	47.83%	7	30.43%	1	4.35%	4	17.39%	23	100.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	29	67.44%	6	13.95%	4	9.30%	4	9.30%	43	100.00%
Fall 2011	18	54.55%	4	12.12%	11	33.33%	0	0.00%	33	100.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	117	51.54%	49	21.59%	20	8.81%	41	18.06%	227	100.00%

PSLO: AG E/V PSLO - Demonstrate a proficiency in chemically analyzing juice, must and wines and be able to interpret the data in order to take the appropriate action.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	20	66.67%	2	6.67%	2	6.67%	6	20.00%	30	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	4	9.52%	29	69.05%	4	9.52%	5	11.90%	42	100.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	15	41.67%	15	41.67%	6	16.67%	0	0.00%	36	100.00%
Fall 2012	41	73.21%	5	8.93%	6	10.71%	4	7.14%	56	100.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	39	69.64%	9	16.07%	8	14.29%	0	0.00%	56	100.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	119	54.09%	60	27.27%	26	11.82%	15	6.82%	220	100.00%

PSLO: AG EV PSLO - Make appropriate additions to maintain wine stability and to determine the optimum time to bottle and release the wine.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	12	48.00%	4	16.00%	0	0.00%	9	36.00%	25	100.00%
Spring 2015	10	52.63%	3	15.79%	1	5.26%	5	26.32%	19	100.00%
Fall 2014	15	48.39%	6	19.35%	3	9.68%	7	22.58%	31	100.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	20	37.04%	15	27.78%	6	11.11%	13	24.07%	54	100.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	17	94.44%	1	5.56%	0	0.00%	0	0.00%	18	100.00%
Fall 2012	31	39.24%	27	34.18%	3	3.80%	18	22.78%	79	100.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	28	65.12%	11	25.58%	0	0.00%	4	9.30%	43	100.00%
Fall 2011	18	54.55%	4	12.12%	11	33.33%	0	0.00%	33	100.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	151	50.00%	71	23.51%	24	7.95%	56	18.54%	302	100.00%

PSLO: AG E/V PSLO - Make sound enological decisions during the course of the entire year (or years to bottling) to ensure wine quality and a clean, safe winery workplace.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	12	48.00%	4	16.00%	0	0.00%	9	36.00%	25	100.00%
Spring 2015	2	66.67%	0	0.00%	0	0.00%	1	33.33%	3	100.00%
Fall 2014	15	48.39%	6	19.35%	3	9.68%	7	22.58%	31	100.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	21	38.89%	19	35.19%	1	1.85%	13	24.07%	54	100.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	34	62.96%	6	11.11%	2	3.70%	12	22.22%	54	100.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	19	67.86%	5	17.86%	0	0.00%	4	14.29%	28	100.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	103	52.82%	40	20.51%	6	3.08%	46	23.59%	195	100.00%

PSLO: AG PAIRING PSLO - Analyze and suggest appropriate and innovative food pairings to most common wines.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG PAIRING PSLO - Be able to prepare these foods and comment about the pairing possibilities.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG PAIRING PSLO - Identify characteristics of wine from different cultivars and regions.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG PAIRING PSLO - Evaluate the sensory components of different wines.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

PSLO: AG VIT PSLO - Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	44	75.86%	8	13.79%	2	3.45%	4	6.90%	58	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	5	55.56%	3	33.33%	0	0.00%	1	11.11%	9	100.00%
Spring 2014	11	55.00%	8	40.00%	0	0.00%	1	5.00%	20	100.00%
Fall 2013	29	50.00%	22	37.93%	1	1.72%	6	10.34%	58	100.00%
Summer 2013	7	46.67%	4	26.67%	4	26.67%	0	0.00%	15	100.00%
Spring 2013	40	48.19%	15	18.07%	3	3.61%	25	30.12%	83	100.00%
Fall 2012	40	59.70%	10	14.93%	4	5.97%	13	19.40%	67	100.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	43	63.24%	8	11.76%	6	8.82%	11	16.18%	68	100.00%
Fall 2011	25	78.12%	3	9.38%	2	6.25%	2	6.25%	32	100.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	244	59.51%	81	19.76%	22	5.37%	63	15.37%	410	100.00%

PSLO: AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	55	38.19%	16	11.11%	2	1.39%	71	49.31%	144	100.00%
Fall 2014	13	56.52%	3	13.04%	3	13.04%	4	17.39%	23	100.00%
Summer 2014	17	89.47%	0	0.00%	0	0.00%	2	10.53%	19	100.00%
Spring 2014	31	50.00%	22	35.48%	6	9.68%	3	4.84%	62	100.00%
Fall 2013	64	49.61%	48	37.21%	4	3.10%	13	10.08%	129	100.00%
Summer 2013	2	11.76%	7	41.18%	8	47.06%	0	0.00%	17	100.00%
Spring 2013	11	36.67%	15	50.00%	2	6.67%	2	6.67%	30	100.00%
Fall 2012	117	46.61%	70	27.89%	22	8.76%	42	16.73%	251	100.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	74	66.07%	15	13.39%	6	5.36%	17	15.18%	112	100.00%
Fall 2011	158	79.00%	29	14.50%	4	2.00%	9	4.50%	200	100.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	26	68.42%	9	23.68%	1	2.63%	2	5.26%	38	100.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	568	55.41%	234	22.83%	58	5.66%	165	16.10%	1025	100.00%

PSLO: AG VIT PSLO - Identify common vineyard problems and suggest solutions.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	17	77.27%	2	9.09%	0	0.00%	3	13.64%	22	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	7	77.78%	0	0.00%	1	11.11%	1	11.11%	9	100.00%
Spring 2014	0	0.00%	1	50.00%	1	50.00%	0	0.00%	2	100.00%
Fall 2013	10	34.48%	6	20.69%	10	34.48%	3	10.34%	29	100.00%
Summer 2013	10	66.67%	3	20.00%	2	13.33%	0	0.00%	15	100.00%
Spring 2013	1	33.33%	1	33.33%	1	33.33%	0	0.00%	3	100.00%
Fall 2012	15	34.88%	17	39.53%	1	2.33%	10	23.26%	43	100.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2012	34	77.27%	4	9.09%	0	0.00%	6	13.64%	44	100.00%
Fall 2011	3	60.00%	1	20.00%	0	0.00%	1	20.00%	5	100.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	8	42.11%	10	52.63%	0	0.00%	1	5.26%	19	100.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	105	54.97%	45	23.56%	16	8.38%	25	13.09%	191	100.00%

PSLO: AG VIT PSLO - Identify effects on different soils in viticulture and analyze precision viticulture practices and be able to use the information for continuous vineyard improvement.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	17	85.00%	2	10.00%	0	0.00%	1	5.00%	20	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	1	50.00%	1	50.00%	0	0.00%	2	100.00%
Fall 2013	13	46.43%	11	39.29%	1	3.57%	3	10.71%	28	100.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	73	51.05%	37	25.87%	3	2.10%	30	20.98%	143	100.00%
Fall 2012	80	53.69%	55	36.91%	11	7.38%	3	2.01%	149	100.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	36	36.36%	36	36.36%	7	7.07%	20	20.20%	99	100.00%
Fall 2011	81	62.31%	34	26.15%	4	3.08%	11	8.46%	130	100.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	97	57.06%	70	41.18%	3	1.76%	0	0.00%	170	100.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	397	53.58%	246	33.20%	30	4.05%	68	9.18%	741	100.00%

PSLO: AG VIT PSLO - Analyze costs and sustainable alternatives in viticulture.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	1	50.00%	1	50.00%	0	0.00%	0	0.00%	2	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	2	66.67%	1	33.33%	0	0.00%	3	100.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	1	20.00%	3	60.00%	1	20.00%	0	0.00%	5	100.00%

PSLO: AG BUS PSLO - Identify and suggest business strategies in the wine and grape industry considering financial management principles of vineyard and winery operations and strategic planning.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	7	53.85%	2	15.38%	0	0.00%	4	30.77%	13	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	12	52.17%	5	21.74%	2	8.70%	4	17.39%	23	100.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	19	52.78%	7	19.44%	2	5.56%	8	22.22%	36	100.00%

PSLO: AG BUS PSLO - Analyze promotion, selling, marketing and distribution possibilities.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	8	61.54%	1	7.69%	0	0.00%	4	30.77%	13	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	12	52.17%	5	21.74%	2	8.70%	4	17.39%	23	100.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	20	55.56%	6	16.67%	2	5.56%	8	22.22%	36	100.00%

PSLO: AG BUS PSLO - Evaluate benchmarking and brand name recognition alternatives.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	7	53.85%	2	15.38%	0	0.00%	4	30.77%	13	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	7	53.85%	2	15.38%	0	0.00%	4	30.77%	13	100.00%

PSLO: AG BUS PSLO - Analyze consumer and market conditions.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	8	61.54%	1	7.69%	0	0.00%	4	30.77%	13	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	24	52.17%	10	21.74%	4	8.70%	8	17.39%	46	100.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	32	54.24%	11	18.64%	4	6.78%	12	20.34%	59	100.00%

PSLO: AG BUS PSLO - Consider accounting, logistics, compliance, legal, labor and tax issues in the wine industry.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	7	53.85%	2	15.38%	0	0.00%	4	30.77%	13	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	24	52.17%	10	21.74%	4	8.70%	8	17.39%	46	100.00%
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	31	52.54%	12	20.34%	4	6.78%	12	20.34%	59	100.00%

Report Totals by Term:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Summer 2015	60	48.00%	19	15.20%	1	0.80%	45	36.00%	125	100.00%
Spring 2015	227	56.05%	47	11.60%	8	1.98%	123	30.37%	405	100.00%
Fall 2014	88	49.44%	33	18.54%	18	10.11%	39	21.91%	178	100.00%
Summer 2014	29	78.38%	3	8.11%	1	2.70%	4	10.81%	37	100.00%
Spring 2014	51	35.92%	68	47.89%	12	8.45%	11	7.75%	142	100.00%
Fall 2013	228	44.36%	170	33.07%	26	5.06%	90	17.51%	514	100.00%
Summer 2013	19	40.43%	14	29.79%	14	29.79%	0	0.00%	47	100.00%
Spring 2013	189	53.69%	90	25.57%	16	4.55%	57	16.19%	352	100.00%
Fall 2012	404	50.75%	218	27.39%	58	7.29%	116	14.57%	796	100.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	433	60.56%	141	19.72%	43	6.01%	98	13.71%	715	100.00%
Fall 2011	339	67.94%	83	16.63%	54	10.82%	23	4.61%	499	100.00%
Summer 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2011	131	57.71%	89	39.21%	4	1.76%	3	1.32%	227	100.00%
Fall 2010	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	2198	54.45%	975	24.15%	255	6.32%	609	15.09%	4037	100.00%

Grand Totals:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Total	2198	54.45%	975	24.15%	255	6.32%	609	15.09%	4037	100.00%

Course Statistics And Evidence

Agribusiness

Date: 09/02/2015**Terms:** Summer 2015, Spring 2015, Fall 2014, Summer 2014, Spring 2014, Fall 2013, Summer 2013, Spring 2013, Fall 2012, Summer 2012, Spring 2012, Fall 2011, Summer 2011, Spring 2011, Fall 2010

Summary

Statistic	Count	Courses/Contexts
Courses	32	AG101, AG102, AG103, AG104, AG114, AG120, AG121, AG122, AG125, AG130, AG135, AG140, AG141, AG142, AG150, AG152, AG153, AG154, AG155, AG156, AG158, AG179C, AG301, AG302, AG307, AG308, AG310, AG311, AG314, AG315, AG320, AG379E
Courses with CSLOs	32	AG101, AG102, AG103, AG104, AG114, AG120, AG121, AG122, AG125, AG130, AG135, AG140, AG141, AG142, AG150, AG152, AG153, AG154, AG155, AG156, AG158, AG179C, AG301, AG302, AG307, AG308, AG310, AG311, AG314, AG315, AG320, AG379E
Courses without CSLOs	0	
Courses with CSLOs mapped to PSLOs	26	AG101, AG102, AG103, AG104, AG114, AG120, AG121, AG122, AG125, AG130, AG135, AG140, AG141, AG142, AG152, AG179C, AG301, AG302, AG307, AG308, AG310, AG311, AG314, AG315, AG320, AG379E
Courses without CSLOs mapped to PSLOs	6	AG150, AG153, AG154, AG155, AG156, AG158
Courses with directly assessed PSLOs	0	
Courses with CSLOs mapped to ILOs	29	AG101, AG102, AG103, AG104, AG114, AG120, AG121, AG122, AG125, AG130, AG135, AG140, AG141, AG142, AG150, AG152, AG153, AG156, AG179C, AG301, AG302, AG307, AG308, AG310, AG311, AG314, AG315, AG320, AG379E
Courses without CSLOs mapped to ILOs	3	AG154, AG155, AG158
Courses with directly assessed ILOs	0	
Courses with Assessments	24	AG101, AG102, AG103, AG104, AG114, AG120, AG121, AG122, AG125, AG130, AG135, AG140, AG141, AG142, AG150, AG158, AG179C, AG307, AG308, AG310, AG311, AG314, AG315, AG320
Courses with all Assessments scored	15	AG307, AG120, AG140, AG179C, AG130, AG315, AG308, AG311, AG142, AG122, AG314, AG320, AG135, AG150, AG158
Courses with some Assessments scored	8	AG101, AG102, AG103, AG125, AG310, AG141, AG121, AG114
Courses without any Assessment scored	1	AG104
Courses without Assessments	8	AG152, AG153, AG154, AG155, AG156, AG301, AG302, AG379E
Courses with Action Plans	32	AG101, AG102, AG103, AG104, AG114, AG120, AG121, AG122, AG125, AG130, AG135, AG140, AG141, AG142, AG150, AG152, AG153, AG154, AG155, AG156, AG158, AG179C, AG301, AG302, AG307, AG308, AG310, AG311, AG314, AG315, AG320, AG379E
Courses with all Action Plans answered	0	
Courses with some Action Plans answered	22	AG307, AG101, AG102, AG103, AG120, AG125, AG140, AG310, AG179C, AG130, AG315, AG141, AG308, AG311, AG121, AG142, AG122, AG314, AG320, AG135, AG150, AG153
Courses without any Action Plan answered	10	AG301, AG302, AG104, AG114, AG156, AG379E, AG152, AG154, AG155, AG158
Courses without Action Plans	0	

AG101 - Intro to Winemaking/Enology

SLOs

CSLOs	<ul style="list-style-type: none"> » AG101 SLO1 - Identify wine types, region and country of origin by reading wine labels. » AG101 SLO2 - List the winegrape cultivars typically associated with different classes of wines. » AG101 SLO3 - Describe the entire winemaking process from harvest to bottling, identifying the steps where particular problems may occur, for white wines, red wines and sparkling wines.
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	<ul style="list-style-type: none"> » AG101 SLO4 - Identify alternatives and possible problems in microorganisms and fermentation, cooperage or any other wine additions » AG101 SLO5 - knowledgeable of health and legal issues, wines of California, the US, Europe and other wine regions around the world
Mapped PSLOs	<ul style="list-style-type: none"> » AG E/V PSLO - Demonstrate an understanding of the yearly cycle in the winery. » AG E/V PSLO - Describe and demonstrate a proficiency in crushing, fermenting and pressing. » AG E/V PSLO - Make appropriate additions to maintain wine stability and to determine the optimum time to bottle and release the wine. » AG E/V PSLO - Make sound enological decisions during the course of the entire year (or years to bottling) to ensure wine quality and a clean, safe winery workplace.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Fall 2011

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG101 SLO1 - Identify wine types, region and country of origin by reading wine labels.	33 of 57	54.55%	12.12%	33.33%	0
AG101 SLO2 - List the winegrape cultivars typically associated with different classes of wines.	33 of 57	54.55%	12.12%	33.33%	0
AG101 SLO3 - Describe the entire winemaking process from harvest to bottling, identifying the steps where particular problems may occur, for white wines, red wines and sparkling wines.	33 of 57	54.55%	12.12%	33.33%	0
AG101 SLO4 - Identify alternatives and possible problems in microorganisms and fermentation, cooperage or any other wine additions	33 of 57	54.55%	12.12%	33.33%	0

Spring 2012

final

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG101 SLO1 - Identify wine types, region and country of origin by reading wine labels.	2 of 57	0%	100%	0%	0
AG101 SLO4 - Identify alternatives and possible problems in microorganisms and fermentation, cooperage or any other wine additions	2 of 57	0%	100%	0%	0

First Midterm

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG101 SLO1 - Identify wine types, region and country of origin by reading wine labels.	24 of 57	79.17%	20.83%	0%	4
AG101 SLO2 - List the winegrape cultivars typically associated with different classes of wines.	24 of 57	79.17%	20.83%	0%	4
AG101 SLO3 - Describe the entire winemaking process from harvest to bottling, identifying the steps where particular problems may occur, for white wines, red wines and sparkling wines	24 of 57	79.17%	20.83%	0%	4
AG101 SLO4 - Identify alternatives and possible problems in microorganisms and fermentation, cooperage or any other wine additions	24 of 57	79.17%	20.83%	0%	4

AG101 SLO5 - knowledgeable of health and legal issues, wines of California, the US, Europe and other wine regions around the world	24 of 57	79.17%	20.83%	0%	4
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Fall 2012

Final Exam Question

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG101 SLO4 - Identify alternatives and possible problems in microorganisms and fermentation, cooperage or any other wine additions	16 of 51	37.5%	56.25%	6.25%	12

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG101 SLO1 - Identify wine types, region and country of origin by reading wine labels.	19 of 51	47.37%	36.84%	15.79%	4
AG101 SLO2 - List the winegrape cultivars typically associated with different classes of wines.	19 of 51	15.79%	57.89%	26.32%	4
AG101 SLO3 - Describe the entire winemaking process from harvest to bottling, identifying the steps where particular problems may occur, for white wines, red wines and sparkling wines.	19 of 51	57.89%	36.84%	5.26%	4
AG101 SLO4 - Identify alternatives and possible problems in microorganisms and fermentation, cooperage or any other wine additions	19 of 51	47.37%	52.63%	0%	4
AG101 SLO5 - knowledgeable of health and legal issues, wines of California, the US, Europe and other wine regions around the world	19 of 51	100%	0%	0%	4

Spring 2013

Fall 2013

Assessment method used:

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG101 SLO1 - Identify wine types, region and country of origin by reading wine labels.	20 of 54	50%	50%	0%	1
AG101 SLO2 - List the winegrape cultivars typically associated with different classes of wines.	20 of 54	40%	50%	10%	1
AG101 SLO3 - Describe the entire winemaking process from harvest to bottling, identifying the steps where particular problems may occur, for white wines, red wines and sparkling wines.	20 of 54	70%	25%	5%	1
AG101 SLO4 - Identify alternatives and possible problems in microorganisms and fermentation, cooperage or any other wine additions	20 of 54	35%	40%	25%	1
AG101 SLO5 - knowledgeable of health and legal issues, wines of California, the US, Europe and other wine regions around the world	20 of 54	40%	60%	0%	1

Assessment method used:

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG101 SLO1 - Identify wine types, region and country of origin by reading wine labels.	21 of 54	61.9%	38.1%	0%	12
AG101 SLO2 - List the winegrape cultivars typically associated with different classes of wines.	21 of 54	61.9%	38.1%	0%	12
AG101 SLO3 - Describe the entire winemaking process from harvest to bottling, identifying the steps where particular problems may occur, for white wines, red wines and sparkling wines.	21 of 54	61.9%	38.1%	0%	12
AG101 SLO4 - Identify alternatives and possible problems in microorganisms and fermentation, cooperage or any other wine additions	21 of 54	61.9%	33.33%	4.76%	12
AG101 SLO5 - knowledgeable of health and legal issues, wines of California, the US, Europe and other wine regions around the world	21 of 54	61.9%	33.33%	4.76%	12

Fall 2014

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG101 SLO1 - Identify wine types, region and country of origin by reading wine labels.	24 of 57	62.5%	25%	12.5%	7
AG101 SLO2 - List the winegrape cultivars typically associated with different classes of wines.	24 of 57	62.5%	25%	12.5%	7
AG101 SLO3 - Describe the entire winemaking process from harvest to bottling, identifying the steps where particular problems may occur, for white wines, red wines and sparkling wines.	24 of 57	62.5%	25%	12.5%	7
AG101 SLO4 - Identify alternatives and possible problems in microorganisms and fermentation, cooperage or any other wine additions	24 of 57	62.5%	25%	12.5%	7
AG101 SLO5 - knowledgeable of health and legal issues, wines of California, the US, Europe and other wine regions around the world	24 of 57	62.5%	25%	12.5%	7

Spring 2015

Final Exam Spring 2015

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG101 SLO1 - Identify wine types, region and country of origin by reading wine labels.	2 of 50	100%	0%	0%	2
AG101 SLO2 - List the winegrape cultivars typically associated with different classes of wines.	2 of 50	100%	0%	0%	2
AG101 SLO3 - Describe the entire winemaking process from harvest to bottling, identifying the steps where particular problems may occur, for white wines, red wines and sparkling wines.	2 of 50	100%	0%	0%	2
AG101 SLO4 - Identify alternatives and possible problems in microorganisms and fermentation, cooperage or any other wine additions	2 of 50	100%	0%	0%	2

AG101 SLO5 - knowledgeable of health and legal issues, wines of California, the US, Europe and other wine regions around the world	2 of 50	100%	0%	0%	1
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Summer 2015

Final Exam and Recommendations

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG101 SLO1 - Identify wine types, region and country of origin by reading wine labels.	16 of 25	75%	18.75%	6.25%	9
AG101 SLO2 - List the winegrape cultivars typically associated with different classes of wines.	16 of 25	87.5%	12.5%	0%	9
AG101 SLO3 - Describe the entire winemaking process from harvest to bottling, identifying the steps where particular problems may occur, for white wines, red wines and sparkling wines.	16 of 25	62.5%	37.5%	0%	9
AG101 SLO4 - Identify alternatives and possible problems in microorganisms and fermentation, cooperage or any other wine additions	16 of 25	75%	25%	0%	9
AG101 SLO5 - knowledgeable of health and legal issues, wines of California, the US, Europe and other wine regions around the world	16 of 25	75%	25%	0%	9

Action Plans

Spring 2012

Course Improvement Plan Agribusiness Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG101 - Spring 2012					
What did the assessment data indicate about the strengths of your course?			Most students understood all basic current SLOs.	2012-04-19	
What did the assessment data indicate about the weaknesses of your course?			Too soon to tell. maybe some slos should be modified.	2012-04-19	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Re-check SLOs to see if all important outcomes are covered.	2012-04-19	

Fall 2012

Course Improvement Plan Agribusiness Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG101 - Fall 2012					
What did the assessment data indicate about the strengths of your course?			Most SLOs are well understood by the students.	2012-09-25	
What did the assessment data indicate about the weaknesses of your course?			Both SLOs 2 and 4 could be improved in understanding and retention.	2012-09-25	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			SLOs 2 and 4 may be improved by expanding about different cultivars and specific wines with games and group work and the fermentations can be explained in more detail for better understanding and retention.	2012-09-25	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG101 - Fall 2014					
What did the assessment data indicate about the strengths of your course?			There is a general good understanding of all concepts in the learning outcomes.	2015-02-02	
What did the assessment data indicate about the weaknesses of your course?			There is attrition at the end of the course.	2015-02-02	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Keep students more engaged until the final exam.	2015-02-02	

AG102 - Intro to Viticulture

SLOs

CSLOs	<ul style="list-style-type: none"> » AG102 SLO1 - Utilize introductory grapevine biology basic concepts including phloem and xylem functions and cells » AG102 SLO2 - List and compare winegrape varieties, rootstocks and describe trellis types; along with the pruning, training and canopy management techniques that are appropriate » AG102 SLO3 - Relate Grapevine phenology and berry developmental growth with aroma and natural compound development » AG102 SLO4 - Analyze different methods of vineyard propagation and grafting » AG102 SLO5 - Analyze ecophysiological factors that are essential for vineyard implementation and management » AG102 SLO6 - List and compare the most common grape pest and diseases in the Central Coast » AG102 SLO7 - Contrast Quality vines techniques including canopy management, deficit irrigation, precision viticulture
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry. » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines. » AG VIT PSLO - Identify common vineyard problems and suggest solutions. » AG VIT PSLO - Identify effects on different soils in viticulture and analyze precision viticulture practices and be able to use the information for continuous vineyard improvement.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Fall 2011

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG102 SLO1 - Utilize introductory grapevine biology basic concepts including phloem and xylem functions and cells	4 of 35	75%	25%	0%	1
AG102 SLO2 - List and compare winegrape varieties, rootstocks and describe trellis types; along with the pruning, training and canopy management techniques that are appropriate	4 of 35	75%	25%	0%	1
AG102 SLO3 - Relate Grapevine phenology and berry developmental growth with aroma and natural compound development	4 of 35	75%	25%	0%	1
AG102 SLO4 - Analyze different methods of vineyard propagation and grafting	4 of 35	75%	25%	0%	1
AG102 SLO5 - Analyze ecophysiological factors that are essential for vineyard implementation and management	4 of 35	75%	25%	0%	1

AG102 SLO6 - List and compare the most common grape pest and diseases in the Central Coast	4 of 35	75%	25%	0%	1
AG102 SLO7 - Contrast Quality vines techniques including canopy management, deficit irrigation, precision viticulture	4 of 35	75%	25%	0%	1

Spring 2012

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG102 SLO1 - Utilize introductory grapevine biology basic concepts including phloem and xylem functions and cells	19 of 24	47.37%	26.32%	26.32%	5
AG102 SLO2 - List and compare winegrape varieties, rootstocks and describe trellis types; along with the pruning, training and canopy management techniques that are appropriate	19 of 24	78.95%	15.79%	5.26%	5
AG102 SLO3 - Relate Grapevine phenology and berry developmental growth with aroma and natural compound development	19 of 24	84.21%	10.53%	5.26%	5
AG102 SLO4 - Analyze different methods of vineyard propagation and grafting	19 of 24	73.68%	15.79%	10.53%	5
AG102 SLO5 - Analyze ecophysiological factors that are essential for vineyard implementation and management	19 of 24	42.11%	52.63%	5.26%	5
AG102 SLO6 - List and compare the most common grape pest and diseases in the Central Coast	19 of 24	78.95%	21.05%	0%	5
AG102 SLO7 - Contrast Quality vines techniques including canopy management, deficit irrigation, precision viticulture	19 of 24	73.68%	21.05%	5.26%	5

Fall 2012

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG102 SLO1 - Utilize introductory grapevine biology basic concepts including phloem and xylem functions and cells	21 of 24	71.43%	19.05%	9.52%	3
AG102 SLO2 - List and compare winegrape varieties, rootstocks and describe trellis types; along with the pruning, training and canopy management techniques that are appropriate	21 of 24	66.67%	23.81%	9.52%	3
AG102 SLO3 - Relate Grapevine phenology and berry developmental growth with aroma and natural compound development	21 of 24	38.1%	61.9%	0%	3
AG102 SLO4 - Analyze different methods of vineyard propagation and grafting	21 of 24	33.33%	4.76%	61.9%	3
AG102 SLO5 - Analyze ecophysiological factors that are essential for vineyard implementation and management	21 of 24	23.81%	71.43%	4.76%	3
AG102 SLO6 - List and compare the most common grape pest and diseases in the Central Coast	21 of 24	23.81%	76.19%	0%	3

AG102 SLO7 - Contrast Quality vines techniques including canopy management, deficit irrigation, precision viticulture	21 of 24	57.14%	19.05%	23.81%	3
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Fall 2013

State Assessment:

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG102 SLO1 - Utilize introductory grapevine biology basic concepts including phloem and xylem functions and cells	26 of 29	57.69%	42.31%	0%	3
AG102 SLO2 - List and compare winegrape varieties, rootstocks and describe trellis types; along with the pruning, training and canopy management techniques that are appropriate	26 of 29	53.85%	42.31%	3.85%	3
AG102 SLO3 - Relate Grapevine phenology and berry developmental growth with aroma and natural compound development	26 of 29	57.69%	42.31%	0%	3
AG102 SLO4 - Analyze different methods of vineyard propagation and grafting	26 of 29	57.69%	42.31%	0%	3
AG102 SLO5 - Analyze ecophysiological factors that are essential for vineyard implementation and management	26 of 29	53.85%	38.46%	7.69%	3
AG102 SLO6 - List and compare the most common grape pest and diseases in the Central Coast	26 of 29	38.46%	23.08%	38.46%	3
AG102 SLO7 - Contrast Quality vines techniques including canopy management, deficit irrigation, precision viticulture	25 of 29	52%	44%	4%	3

Spring 2015

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG102 SLO1 - Utilize introductory grapevine biology basic concepts including phloem and xylem functions and cells	17 of 29	94.12%	5.88%	0%	1
AG102 SLO2 - List and compare winegrape varieties, rootstocks and describe trellis types; along with the pruning, training and canopy management techniques that are appropriate	17 of 29	100%	0%	0%	1
AG102 SLO3 - Relate Grapevine phenology and berry developmental growth with aroma and natural compound development	17 of 29	76.47%	23.53%	0%	1
AG102 SLO4 - Analyze different methods of vineyard propagation and grafting	17 of 29	94.12%	5.88%	0%	1
AG102 SLO5 - Analyze ecophysiological factors that are essential for vineyard implementation and management	17 of 29	70.59%	23.53%	5.88%	1
AG102 SLO6 - List and compare the most common grape pest and diseases in the Central Coast	17 of 29	88.24%	11.76%	0%	1
AG102 SLO7 - Contrast Quality vines techniques including canopy management, deficit irrigation, precision viticulture	17 of 29	88.24%	11.76%	0%	1

Action Plans

Spring 2012

Course Improvement Plan Agribusiness Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG102 - Spring 2012					
What did the assessment data indicate about the strengths of your course?			For the students that took this exam, most concepts were well learned.	2012-04-10	
What did the assessment data indicate about the weaknesses of your course?			Some students did not completely understand the basic biology and physiology of the grapevine.	2012-04-10	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Reinforce the basic plant biology and physiology lectures.	2012-04-10	

Fall 2012

Course Improvement Plan Agribusiness Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG102 - Fall 2012					
What did the assessment data indicate about the strengths of your course?			Most SLOs have good assessment.	2012-09-25	
What did the assessment data indicate about the weaknesses of your course?			It seems that SLO4 grafting and propagation is not completely understood.	2012-09-25	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Improve clarity and time spent in class with the topic of propagation.	2012-09-25	

AG103 - Sensory Evaluation of Wine

SLOs

CSLOs	<ul style="list-style-type: none"> » AG103 SLO1 - Contrast acidity and sugar content in wines » AG103 SLO2 - Use wine terminology to evaluate visual, olfactory and taste characteristics » AG103 SLO3 - Identify wine defects » AG103 SLO4 - Distinguish the major characteristics of some varietals
Mapped PSLOs	<ul style="list-style-type: none"> » AG E/V PSLO - Describe and demonstrate a proficiency in crushing, fermenting and pressing. » AG E/V PSLO - Demonstrate a proficiency in chemically analyzing juice, must and wines and be able to interpret the data in order to take the appropriate action. » AG E/V PSLO - Make sound enological decisions during the course of the entire year (or years to bottling) to ensure wine quality and a clean, safe winery workplace.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Fall 2012

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG103 SLO2 - Use wine terminology to evaluate visual, olfactory and taste characteristics	23 of 31	65.22%	26.09%	8.7%	8

Action Plans

Fall 2012

Course Improvement Plan Agribusiness Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG103 - Fall 2012					
What did the assessment data indicate about the strengths of your course?			The students who took the final had a relatively good understanding of the outcome.	2013-01-14	
What did the assessment data indicate about the weaknesses of your course?			A few students did not take the final.	2013-01-14	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Follow up with all the students that did not take the final every class. Provide more opportunity for exercises.	2013-01-14	

AG104 - Advanced Wine Evaluation

SLOs

CSLOs	<ul style="list-style-type: none"> » AG104 SLO1 - Identify common analyses in winemaking. » AG104 SLO2 - Demonstrate at least one method of analysis. » AG104 SLO3 - Compare different methods of analysis considering different wine growing regions.
Mapped PSLOs	<ul style="list-style-type: none"> » AG E/V PSLO - Demonstrate a proficiency in chemically analyzing juice, must and wines and be able to interpret the data in order to take the appropriate action.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

AG114 - Wine Business

SLOs

CSLOs	<ul style="list-style-type: none"> » AG114 SLO1 - Assess and relate an appropriate mastery of the knowledge, techniques, skills and modern tools of the winemaking industry. » AG114 SLO2 - Compare various marketing and selling techniques. » AG114 SLO3 - Describe logistics and compliance related to winegrowing implementation. » AG114 SLO4 - Practice to function effectively on teams, including effective communication, understanding professional, ethical and social responsibilities. » AG114 SLO5 - Use a commitment to quality, timeliness and continuous improvement.
Mapped PSLOs	<ul style="list-style-type: none"> » AG BUS PSLO - Identify and suggest business strategies in the wine and grape industry considering financial management principles of vineyard and winery operations and strategic planning. » AG BUS PSLO - Analyze promotion, selling, marketing and distribution possibilities. » AG BUS PSLO - Evaluate benchmarking and brand name recognition alternatives. » AG BUS PSLO - Analyze consumer and market conditions. » AG BUS PSLO - Consider accounting, logistics, compliance, legal, labor and tax issues in the wine industry.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges. » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Assessments

Spring 2015

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG114 SLO1 - Assess and relate an appropriate mastery of the knowledge, techniques, skills and modern tools of the winemaking industry.	9 of 26	77.78%	22.22%	0%	4
AG114 SLO2 - Compare various marketing and selling techniques.	9 of 26	88.89%	11.11%	0%	4
AG114 SLO3 - Describe logistics and compliance related to winegrowing implementation.	9 of 26	77.78%	22.22%	0%	4
AG114 SLO4 - Practice to function effectively on teams, including effective communication, understanding professional, ethical and social responsibilities.	9 of 26	88.89%	11.11%	0%	4

AG114 SLO5 - Use a commitment to quality, timeliness and continuous improvement.	9 of 26	77.78%	22.22%	0%	4
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AG120 - Viticulture Operations 1

SLOs	
CSLOs	<ul style="list-style-type: none"> » AG120 SLO1 - Compare and contrast using dormant, green benchgrafts and own-rooted vines » AG120 SLO2 - Compare benefits and problems with tasting fruit/juice versus lab analysis in deciding when to harvest » AG120 SLO3 - Evaluate how GIS, DNVI, and GPS benefits vineyard development and ongoing operations » AG120 SLO4 - compare differences in management for sparkling and still winegrape production » AG120 SLO5 - use veraison plant tissue analysis to develop a post-harvest fertigation program » AG120 SLO6 - analyze various rootstock and cultivar combinations and match them to soil variables
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry. » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Fall 2011

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG120 SLO1 - Compare and contrast using dormant, green benchgrafts and own-rooted vines	22 of 22	86.36%	4.55%	9.09%	0
AG120 SLO2 - Compare benefits and problems with tasting fruit/juice versus lab analysis in deciding when to harvest	22 of 22	95.45%	4.55%	0%	0
AG120 SLO3 - Evaluate how GIS, DNVI, and GPS benefits vineyard development and ongoing operations	22 of 22	86.36%	9.09%	4.55%	0
AG120 SLO4 - compare differences in management for sparkling and still winegrape production	22 of 22	81.82%	9.09%	9.09%	0
AG120 SLO5 - use veraison plant tissue analysis to develop a post-harvest fertigation program	22 of 22	95.45%	4.55%	0%	0
AG120 SLO6 - analyze various rootstock and cultivar combinations and match them to soil variables	22 of 22	90.91%	9.09%	0%	0

Fall 2012

Mid-term

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG120 SLO5 - use veraison plant tissue analysis to develop a post-harvest fertigation program	14 of 15	57.14%	28.57%	14.29%	2

Fall 2013

Instructor Observation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG120 SLO2 - Compare benefits and problems with tasting fruit/juice versus lab analysis in deciding when to harvest	19 of 21	52.63%	42.11%	5.26%	2
AG120 SLO5 - use veraison plant tissue analysis to develop a post-harvest fertigation program	19 of 21	52.63%	42.11%	5.26%	2

Fall 2014

Fall 2014 Ag120

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG120 SLO2 - Compare benefits and problems with tasting fruit/juice versus lab analysis in deciding when to harvest	9 of 11	66.67%	22.22%	11.11%	2
AG120 SLO5 - use veraison plant tissue analysis to develop a post-harvest fertigation program	9 of 11	66.67%	11.11%	22.22%	2

Action Plans

Fall 2011

Course Improvement Plan Agribusiness Fall 2011

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG120 - Fall 2011					
What did the assessment data indicate about the strengths of your course?			Most topics are successfully learned.	2012-02-03	
What did the assessment data indicate about the weaknesses of your course?			There may not be good understanding/comprehension of GIS/NDVI activities and dormant benchgrafts as well.	2012-02-03	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Add clarifying handouts and invite guest speakers on the topic. Quiz students afterwards to check for understanding.	2012-02-03	

Fall 2013

Course Improvement Plan Agribusiness Fall 2013

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG120 - Fall 2013					
What did the assessment data indicate about the strengths of your course?			I believe that most students understood the SLO that was rated and understand the coursework that was taught.	2014-01-24	
What did the assessment data indicate about the weaknesses of your course?			There may be some areas of my teaching not reaching some students.	2014-01-24	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			I will review how the course is taught and possibly change teaching techniques to reach more students as well as more closely monitoring how well students learn.	2014-01-24	

Fall 2014

Course Improvement Plan Agribusiness Fall 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG120 - Fall 2014					
What did the assessment data indicate about the strengths of your course?			Students understood the reasoning for using organoleptic juice analysis as well as standard lab analysis for determining crop maturity in the vineyard. They also understood why we do tissue analysis for determining fertilizer needs in the vineyard.	2015-02-02	
What did the assessment data indicate about the weaknesses of your course?			Does not include discussions in class regarding vineyard surveying and sparkling wine production. These topics are addressed in the 121 class as they should be and not here.	2015-02-02	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			The class addresses fall operations in the vineyard completely as taught. The rubric needs to be changed.	2015-02-02	

AG121 - Viticulture Operations 2

SLOs

CSLOs	<ul style="list-style-type: none"> » AG121 SLO1 - evaluate the effectiveness of drip irrigation. » AG121 SLO2 - identify various insects and differentiate between beneficial and pest species. » AG121 SLO3 - identify various trellis designs and their application. » AG121 SLO4 - compare differences in management for sparkling and still winegrape production » AG121 SLO5 - perform tissue analysis to determine nutrient levels in vines
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry. » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Spring 2013

SLO 4

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG121 SLO4 - compare differences in management for sparkling and still winegrape production	14 of 15	71.43%	28.57%	0%	1

SLO 2

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG121 SLO2 - identify various insects and differentiate between beneficial and pest species.	14 of 15	7.14%	78.57%	14.29%	1

SLO 3

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG121 SLO3 - identify various trellis designs and their application.	14 of 15	28.57%	50%	21.43%	1

Spring 2014

Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG121 SLO1 - evaluate the effectiveness of drip irrigation.	19 of 20	57.89%	42.11%	0%	1
AG121 SLO2 - identify various insects and differentiate between beneficial and pest species.	19 of 20	57.89%	36.84%	5.26%	1
AG121 SLO3 - identify various trellis designs and their application.	19 of 20	57.89%	42.11%	0%	1
AG121 SLO5 - perform tissue analysis to determine nutrient levels in vines	19 of 20	47.37%	26.32%	26.32%	1

Spring 2015

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG121 SLO1 - evaluate the effectiveness of drip irrigation.	20 of 22	60%	35%	5%	2
AG121 SLO3 - identify various trellis designs and their application.	20 of 22	55%	35%	10%	2

Action Plans

Spring 2013

Course Improvement Plan Agribusiness Spring 2013

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG121 - Spring 2013					
What did the assessment data indicate about the strengths of your course?			Some students did very well and clearly responded to my teaching.	2013-05-28	

What did the assessment data indicate about the weaknesses of your course?			Some students did not perform well and did not develop as expected.	2013-05-28	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			I will have to identify students who are struggling earlier in the semester and find ways of helping them master the course material.	2013-05-28	

Spring 2014

Course Improvement Plan Agribusiness Spring 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG121 - Spring 2014					
What did the assessment data indicate about the strengths of your course?			Strengths were in learning trellis evaluation and drip irrigation.	2014-06-10	
What did the assessment data indicate about the weaknesses of your course?			Weaknesses were in learning insect identification and tissue analysis.	2014-06-10	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Not all students learn the same material equally well. I encourage questions from all students. I will encourage more questions to be asked, and clear up any confusion.	2014-06-10	

AG122 - Viticulture Operations 3

SLOs

CSLOs	<ul style="list-style-type: none"> » AG122 SLO1 - Identify how business plans/grape and wine pricing impact vineyard cultural practices » AG122 SLO2 - Explain various irrigation management tools and how they impact grape and wine quality » AG122 SLO3 - Evaluate the efficacy and cost effectiveness of side versus over the top bird netting » AG122 SLO4 - Compare different canopy management techniques and how they impact fruit quality
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry. » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines. » AG VIT PSLO - Identify common vineyard problems and suggest solutions.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Summer 2013

SLO4

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG122 SLO4 - Compare different canopy management techniques and how they impact fruit quality	15 of 15	46.67%	26.67%	26.67%	0

SLO3

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG122 SLO3 - Evaluate the efficacy and cost effectiveness of side versus over the top bird netting	15 of 15	66.67%	20%	13.33%	0

SLO2

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG122 SLO2 - Explain various irrigation management tools and how they impact grape and wine quality	15 of 15	0%	46.67%	53.33%	0

Summer 2014

AG122/142 Summer 2014

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG122 SLO1 - Identify how business plans/grape and wine pricing impact vineyard cultural practices	8 of 9	100%	0%	0%	1
AG122 SLO2 - Explain various irrigation management tools and how they impact grape and wine quality	8 of 9	100%	0%	0%	1
AG122 SLO3 - Evaluate the efficacy and cost effectiveness of side versus over the top bird netting	8 of 9	87.5%	0%	12.5%	1
AG122 SLO4 - Compare different canopy management techniques and how they impact fruit quality	8 of 9	62.5%	37.5%	0%	1

Action Plans

Summer 2013

Course Improvement Plan Agribusiness Summer 2013

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG122 - Summer 2013					
What did the assessment data indicate about the strengths of your course?			Most students "got it," others didn't study.	2014-07-14	
What did the assessment data indicate about the weaknesses of your course?			I need to identify and address students who are not keeping up early in the semester.	2014-07-14	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			I tried to identify students who weren't keeping up, but and I did address it. I will have to try another way of addressing this in the future.	2014-07-14	

Summer 2014

Course Improvement Plan Agribusiness Summer 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG122 - Summer 2014					
What did the assessment data indicate about the strengths of your course?			The strengths were in the first 3 areas of measurement.	2015-02-02	
What did the assessment data indicate about the weaknesses of your course?			The last area of assessment was the weakest; 30% of the class still had uncertainty about canopy manipulation.	2015-02-02	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Do more in depth teaching regarding canopy management.	2015-02-02	

AG125 - Soils and Plant Nutrition

SLOs

CSLOs	<ul style="list-style-type: none"> » AG125 SLO1 - Identify the five soil forming factors and describe how they affect soil formation » AG125 SLO2 - Identify the local soils to the correct soil Order » AG125 SLO3 - List the sixteen essential plant nutrients » AG125 SLO4 - List the three ways organic matter benefits the soil » AG125 SLO5 - Determine the correct soil texture by feel » AG125 SLO6 - Interpret a soil/water lab report and accurately calculate the necessary additions » AG125 SLO7 - Identify soil characteristics that affect infiltration and water holding properties; measure water content of a soil at least three different ways » AG125 SLO8 - Understand how management practices can affect nutrient cycling in soils; identify factors that affect erosion and ways to minimize these factors » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grape and wine produced, including vintner activities and grape wine chemistry describing
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Mapped PSLOs	grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines. » AG VIT PSLO - Identify effects on different soils in viticulture and analyze precision viticulture practices and be able to use the information for continuous vineyard improvement.
Mapped ILOs	» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Fall 2011

Learning Outcomes Assessment

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG125 SLO1 - Identify the five soil forming factors and describe how they affect soil formation	23 of 25	78.26%	21.74%	0%	2
AG125 SLO2 - Identify the local soils to the correct soil Order	23 of 25	69.57%	30.43%	0%	2
AG125 SLO3 - List the sixteen essential plant nutrients	23 of 25	56.52%	39.13%	4.35%	2
AG125 SLO4 - List the three ways organic matter benefits the soil	23 of 25	56.52%	30.43%	13.04%	2
AG125 SLO5 - Determine the correct soil texture by feel	23 of 25	73.91%	26.09%	0%	2
AG125 SLO6 - Interpret a soil/water lab report and accurately calculate the necessary additions	23 of 25	69.57%	26.09%	4.35%	2
AG125 SLO7 - Identify soil characteristics that affect infiltration and water holding properties; measure water content of a soil at least three different ways	23 of 25	73.91%	26.09%	0%	2
AG125 SLO8 - Understand how management practices can affect nutrient cycling in soils; identify factors that affect erosion and ways to minimize these factors	23 of 25	78.26%	21.74%	0%	2

Fall 2012

SLO assessment

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG125 SLO1 - Identify the five soil forming factors and describe how they affect soil formation	25 of 25	56%	40%	4%	0
AG125 SLO2 - Identify the local soils to the correct soil Order	25 of 25	64%	28%	8%	0
AG125 SLO3 - List the sixteen essential plant nutrients	25 of 25	52%	44%	4%	0
AG125 SLO4 - List the three ways organic matter benefits the soil	25 of 25	52%	44%	4%	0
AG125 SLO5 - Determine the correct soil texture by feel	25 of 25	60%	32%	8%	0
AG125 SLO6 - Interpret a soil/water lab report and accurately calculate the necessary additions	25 of 25	52%	44%	4%	0
AG125 SLO7 - Identify soil characteristics that affect infiltration and water holding properties; measure water content of a soil at least three different ways	25 of 25	52%	44%	4%	0
AG125 SLO8 - Understand how management practices can affect nutrient cycling in soils; identify factors that affect erosion and ways to minimize these factors	25 of 25	48%	44%	8%	0

Fall 2013

Action Plans

Fall 2011

Course Improvement Plan Agribusiness Fall 2011

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG125 - Fall 2011					
What did the assessment data indicate about the strengths of your course?			That most students have a good understanding of the core material of the course.	2012-05-17	
What did the assessment data indicate about the weaknesses of your course?			That there is room to improve. Some students did not have competence in all areas, although I believe that part of this is due to absences.	2012-05-17	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			I am planing on making additional preparations for students to make up work they miss due to absence, since this course only has one section it is often difficult or impossible for students to make up the exact assignment that we did in class.	2012-05-17	

AG130 - Integrated Pest Mgt for Grapes

SLOs

CSLOs	<ul style="list-style-type: none"> » AG130 SLO1 - Identify common pests and diseases, plus beneficial insects, found in Central Coast vineyards. » AG130 SLO2 - Describe life cycles and the critical time periods when each pest and disease is a problem » AG130 SLO3 - Use sampling and monitoring techniques in addition to explanation of control strategies appropriate to each pest and disease
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines. » AG VIT PSLO - Identify common vineyard problems and suggest solutions.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Spring 2011

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG130 SLO1 - Identify common pests and diseases, plus beneficial insects, found in Central Coast vineyards.	18 of 19	44.44%	55.56%	0%	1
AG130 SLO2 - Describe life cycles and the critical time periods when each pest and disease is a problem	18 of 19	66.67%	27.78%	5.56%	1
AG130 SLO3 - Use sampling and monitoring techniques in addition to explanation of control strategies appropriate to each pest and disease	18 of 19	77.78%	22.22%	0%	1

Action Plans

Spring 2011

Course Improvement Plan Agribusiness Spring 2011

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG130 - Spring 2011					
What did the assessment data indicate about the strengths of your course?			Overall good understanding of the contents of the course by the students.	2014-07-14	
What did the assessment data indicate about the weaknesses of your course?			Some students are not clear with disease identification.	2014-07-14	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			show and exercise more in class with pictures and during field trip in pest and disease early recognition and monitoring.	2014-07-14	

AG135 - Grapevine Physiology

SLOs

CSLOs	<ul style="list-style-type: none"> » AG135 SLO1 - Describe vine balance and its relationship to fruit quality. » AG135 SLO2 - Explain the vine water potential and its impact on irrigation management. » AG135 SLO3 - Discuss the impacts of environment and management on vine flowering and fruit set.
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	» AG135 SLO4 - Explain about photosynthesis, sugar production, nutrient absorption and translocation, including plant hormones interaction.
Mapped PSLOs	» AG VIT PSLO - Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry.
Mapped ILOs	» ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Spring 2013

Final Quiz

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG135 SLO1 - Describe vine balance and its relationship to fruit quality.	11 of 17	100%	0%	0%	6
AG135 SLO2 - Explain the vine water potential and its impact on irrigation management.	11 of 17	90.91%	9.09%	0%	6
AG135 SLO3 - Discuss the impacts of environment and management on vine flowering and fruit set.	11 of 17	54.55%	45.45%	0%	6
AG135 SLO4 - Explain about photosynthesis, sugar production, nutrient absorption and translocation, including plant hormones interaction.	11 of 17	81.82%	18.18%	0%	6

Action Plans

Spring 2013

Course Improvement Plan Agribusiness Spring 2013

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG135 - Spring 2013					
What did the assessment data indicate about the strengths of your course?			The first two and the fourth learning outcome show good comprehension of the overall coursework.	2014-07-14	
What did the assessment data indicate about the weaknesses of your course?			The topic of pollination and fertilization needs clarification and exercising.	2014-07-14	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Include extra explanations in the topic of fruit development with details about pollination and fertilization influenced by abiotic and biotic factors.	2014-07-14	

AG140 - Viticulture Operations 4

SLOs

CSLOs	<ul style="list-style-type: none"> » AG140 SLO1 - develop accurate winegrape crop projections including the determination of timing and optimum quality for grape harvest. » AG140 SLO2 - describe how and why different post-harvest operations are important to sustainable vineyard management. » AG140 SLO3 - develop a vineyard budget, including break out costs of each fall vineyard practice covered in class
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines. » AG VIT PSLO - Analyze costs and sustainable alternatives in viticulture.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Fall 2012

Mid-term

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG140 SLO2 - describe how and why different post-harvest operations are important to sustainable vineyard management.	1 of 1	100%	0%	0%	0

Fall 2014

2014 AG140 Evaluation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG140 SLO1 - develop accurate winegrape crop projections including the determination of timing and optimum quality for grape harvest.	1 of 1	100%	0%	0%	0

Action Plans

Fall 2012

Course Improvement Plan Agribusiness Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG140 - Fall 2012					
What did the assessment data indicate about the strengths of your course?			Overall quite good.	2013-01-14	
What did the assessment data indicate about the weaknesses of your course?			Need to check up on student knowledge a few weeks after materials is presented for the first time.	2013-01-14	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			None.	2013-01-14	

Fall 2014

Course Improvement Plan Agribusiness Fall 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG140 - Fall 2014					
What did the assessment data indicate about the strengths of your course?			Student can do accurate crop projections and understand why they are important.	2015-02-02	
What did the assessment data indicate about the weaknesses of your course?			Course correctly accesses the fall season(harvest and post harvest) operations as taught. Budgeting is taught in 121 and 122.	2015-02-02	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			The course is sound as taught.	2015-02-02	

AG141 - Viticulture Operations 5

SLOs

CSLOs	<ul style="list-style-type: none"> » AG141 SLO1 - Develop pruning plan to meet vineyard tonnage expectations. » AG141 SLO2 - Develop cover crop management plan to address vineyard fertilizer needs and weed control management. » AG141 SLO3 - Describe different frost protection practices and when they are effective. » AG141 SLO4 - Develop a vineyard budget, including break out costs of each dormant and early season vineyard practice covered in class. » AG141 SLO5 - Design a vineyard research trial, including objectives, rationale, plot design and statistics
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines. » AG VIT PSLO - Identify common vineyard problems and suggest solutions. » AG VIT PSLO - Identify effects on different soils in viticulture and analyze precision viticulture practices and be able to use the information for continuous vineyard improvement. » AG VIT PSLO - Analyze costs and sustainable alternatives in viticulture.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Spring 2013

SLO 3 & 4

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG141 SLO3 - Describe different frost protection practices and when they are effective.	3 of 3	0%	0%	100%	0
AG141 SLO4 - Develop a vineyard budget, including break out costs of each dormant and early season vineyard practice covered in class.	3 of 3	0%	66.67%	33.33%	0

SLO 2

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG141 SLO5 - Design a vineyard research trial, including objectives, rationale, plot design and statistics	3 of 3	33.33%	33.33%	33.33%	0

Spring 2014

Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG141 SLO1 - Develop pruning plan to meet vineyard tonnage expectations.	2 of 2	0%	100%	0%	0
AG141 SLO2 - Develop cover crop management plan to address vineyard fertilizer needs and weed control management.	2 of 2	0%	50%	50%	0
AG141 SLO3 - Describe different frost protection practices and when they are effective.	2 of 2	0%	50%	50%	0

Spring 2015

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG141 SLO1 - Develop pruning plan to meet vineyard tonnage expectations.	2 of 2	100%	0%	0%	0
AG141 SLO2 - Develop cover crop management plan to address vineyard fertilizer needs and weed control management.	2 of 2	100%	0%	0%	0
AG141 SLO3 - Describe different frost protection practices and when they are effective.	2 of 2	100%	0%	0%	0
AG141 SLO4 - Develop a vineyard budget, including break out costs of each dormant and early season vineyard practice covered in class.	2 of 2	50%	50%	0%	0
AG141 SLO5 - Design a vineyard research trial, including objectives, rationale, plot design and statistics	0 of 2	0%	0%	0%	2

Action Plans

Spring 2013

Course Improvement Plan Agribusiness Spring 2013

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG141 - Spring 2013					
What did the assessment data indicate about the strengths of your course?			Some students responded well to my teaching and performed well in the course.	2013-05-28	
What did the assessment data indicate about the weaknesses of your course?			Some students did not respond to my teaching and did not perform well in the course.	2013-05-28	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			In the future I will identify students who are struggling with the material and find ways to help them master the course material.	2013-05-28	
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Spring 2014

Course Improvement Plan Agribusiness Spring 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG141 - Spring 2014					
What did the assessment data indicate about the strengths of your course?			That students have to attend class lectures regularly to benefit from the knowledge shared there. The poorer performing student was hardly ever in class. The other student was in class more often, but did not attend regularly.	2014-06-09	
What did the assessment data indicate about the weaknesses of your course?			Nothing in this case because of small sample size and students not attending class regularly.	2014-06-09	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Nothing at this point because students have to attend classes if they want to learn.	2014-06-09	

AG142 - Viticulture Operations 6

SLOs

CSLOs	<ul style="list-style-type: none"> » AG142 SLO1 - Develop vineyard equipment management and maintenance plan » AG142 SLO2 - Describe different vine training regimens and their effect on fruit quality » AG142 SLO3 - Develop a vineyard budget, including break out costs of each summer season vineyard practice covered in class » AG142 SLO4 - Conduct a vineyard research trial, including data collection, statistical analyses, interpretation and report writing
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Summer 2013

SLO2

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG142 SLO2 - Describe different vine training regimens and their effect on fruit quality	2 of 2	100%	0%	0%	0

Summer 2014

AG 122/142 Summer 2014

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG142 SLO3 - Develop a vineyard budget, including break out costs of each summer season vineyard practice covered in class	1 of 1	100%	0%	0%	0

Action Plans

Summer 2013

Course Improvement Plan Agribusiness Summer 2013

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG142 - Summer 2013					
What did the assessment data indicate about the strengths of your course?			These students really came away with a solid understanding of the material.	2014-07-14	
What did the assessment data indicate about the weaknesses of your course?			I need to find a way to communicate to the beginning students to get the same results I do with the more advanced students.	2014-07-14	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			none	2014-07-14	

Summer 2014

Course Improvement Plan Agribusiness Summer 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG142 - Summer 2014					
What did the assessment data indicate about the strengths of your course?			Vineyard budgeting was well understood.	2015-02-02	
What did the assessment data indicate about the weaknesses of your course?			The other 3 areas of the rubric need to be changed because they do not reflect higher areas of need for the course in teaching.	2015-02-02	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Discuss changes in Rubric with department head.	2015-02-02	

AG150 - Intro to Agribusiness

SLOs

CSLOs	<ul style="list-style-type: none"> » AG150 SLO1 - List and describe approaches and techniques of marketing agribusiness products. » AG150 SLO2 - Develop and present an agribusiness marketing plan including industry analysis, SWOT, competitive analysis and promotion plan. » AG150 SLO3 - Describe federal and state laws and regulations that affect the marketing of agribusiness products.
Mapped PSLOs	» (None)
Mapped ILOs	<ul style="list-style-type: none"> » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Assessments

Fall 2013

State Assessment:

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG150 SLO1 - List and describe approaches and techniques of marketing agribusiness products.	16 of 20	81.25%	18.75%	0%	4
AG150 SLO2 - Develop and present an agribusiness marketing plan including industry analysis, SWOT, competitive analysis and promotion plan.	16 of 20	68.75%	31.25%	0%	4
AG150 SLO3 - Describe federal and state laws and regulations that affect the marketing of agribusiness products.	16 of 20	50%	50%	0%	4

Action Plans

Fall 2013

Course Improvement Plan Agribusiness Fall 2013

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG150 - Fall 2013					
What did the assessment data indicate about the strengths of your course?			Planning, organizing and controlling the ag business was fairly well understood.	2014-01-16	
What did the assessment data indicate about the weaknesses of your course?			Federal and State regulations were not completely understood.	2014-01-16	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Invite speakers to present about federal and state ag regulations, including Ag Commissioner, etc. And present handouts and summaries in the subject of ag regulations.	2014-01-16	

AG152 - Introduction to Animal Science

SLOs

CSLOs	<ul style="list-style-type: none"> » AG152 SLO1 - Identify reproductive cycles and biotechnological principles of animal reproduction. » AG152 SLO2 - Describe ecophysiological variables affecting animal growth. » AG152 SLO3 - Discuss nutritional needs for various body functions. » AG152 SLO4 - Describe animal behavior as it relates to animal domestication, health and performance.
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	<ul style="list-style-type: none"> » AG152 SLO5 - Explain basic strategies for disease control, prevention and management. » AG152 SLO6 - Describe issues in animals in agriculture.
Mapped PSLOs	» AG AS PSLO3 - Demonstrate effective animal husbandry skills including familiarization with livestock anatomy, physiology, and genetics.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

AG153 - Introduction to Sustainable Ag

SLOs	
CSLOs	<ul style="list-style-type: none"> » AG153 SLO1 - Identify and recommend and/or implement environmentally and economically sustainable control methods for weeds, pests and diseases. » AG153 SLO2 - Describe principles and practices of Sustainable Agriculture. » AG153 SLO3 - Develop cultivation management plans that follow sustainable principles. » AG153 SLO4 - Explain differences and consequences of conventional vs. sustainable agriculture.
Mapped PSLOs	» (None)
Mapped ILOs	<ul style="list-style-type: none"> » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. » ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

AG154 - Introduction to Fruit Science

SLOs	
CSLOs	<ul style="list-style-type: none"> » AG154 SLO1 - Demonstrate sufficient mastery of general plant science skills for technical employment in the fruit plant science management industry (agronomy, pomology, viticulture and enology, or oleoculture). » AG154 SLO2 - Describe the effects of ecophysiological variables on fruit production. » AG154 SLO3 - Apply the principles of ecology, soil science, and plant science to crop management problems. » AG154 SLO4 - Develop integrated pest management programs for specific fruit crops.
Mapped PSLOs	» (None)
Mapped ILOs	» (None)

AG155 - Intro to Mechanized Agricultur

SLOs	
CSLOs	<ul style="list-style-type: none"> » AG155 SLO1 - Describe the development of a shop program budget and how to purchase tools, materials and supplies. » AG155 SLO2 - Analyze shop management and organization techniques. » AG155 SLO3 - Advise on the appropriate use of technology in agricultural mechanics instruction. » AG155 SLO4 - Describe a shop and equipment maintenance and safety plan.
Mapped PSLOs	» (None)
Mapped ILOs	» (None)

AG156 - Intro to Environmental Horticu

SLOs	
CSLOs	<ul style="list-style-type: none"> » AG156 SLO1 - Differentiate between various plant materials used in landscaping. » AG156 SLO2 - Identify and use the various principles involved in landscape design and be able to apply them to a landscape design project while planning for beauty and function. » AG156 SLO3 - Identify the practices of properly maintaining a landscape and be able to apply the skills to a project. » AG156 SLO4 - Identify the proper practices for the culture of ornamental plants and vegetables. » AG156 SLO5 - Understand the selection of turf grass for various conditions and explain how to install and care for turf. » AG156 SLO6 - Construct a basic plan for a colorscape. » AG156 SLO7 - Understand the principles of Integrated Pest Management.
Mapped PSLOs	» (None)
Mapped ILOs	<ul style="list-style-type: none"> » ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

AG158 - Agricultural Economics

SLOs

CSLOs	<ul style="list-style-type: none"> » AG158 SLO1 - Understand theoretical concepts and principles of economics applied to agricultural sciences and/or natural resources, including how markets work and the major determinants of supply and demand interaction. » AG158 SLO2 - Use quantitative methods and graphical tools that allow a business firm to select the optimal, profit-maximizing, levels of inputs and outputs. » AG158 SLO3 - Develop an understanding of and appreciation for the impact of international trade and globalization of agricultural markets on producers and consumers in the USA and in the rest of the world. Apply critical thinking skills to the evaluation of globalization and its implications. » AG158 SLO4 - Identify the economic forces (i.e. causes and policies) underlying changes and trends in the agricultural economy for U.S. farm sector. » AG158 SLO5 - Differentiate agricultural production technologies, food consumption levels and types, and standards of living across nations, societies, and cultures. » AG158 SLO6 - Analyze how food production affects the environment, and how alternative practices could reduce environmental damage. » AG158 SLO7 - Evaluate the characteristics and outcomes of divergent market structures: competition, monopoly, and oligopoly.
Mapped PSLOs	» (None)
Mapped ILOs	» (None)

Assessments

Spring 2015

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG158 SLO1 - Understand theoretical concepts and principles of economics applied to agricultural sciences and/or natural resources, including how markets work and the major determinants of supply and demand interaction.	12 of 12	66.67%	25%	8.33%	0
AG158 SLO2 - Use quantitative methods and graphical tools that allow a business firm to select the optimal, profit-maximizing, levels of inputs and outputs.	12 of 12	50%	33.33%	16.67%	0
AG158 SLO5 - Differentiate agricultural production technologies, food consumption levels and types, and standards of living across nations, societies, and cultures.	12 of 12	66.67%	33.33%	0%	0

AG179C - Small Acre Grape Growing

SLOs

CSLOs	<ul style="list-style-type: none"> » AG179C SLO1 - Design and manage a productive small acreage vineyard. » AG179C SLO2 - Decide on planting, training, irrigation and pest control of grapevines for the small acreage vineyard. » AG179C SLO3 - Use and modify viticultural activities including vineyard implementation according to the ecophysiology of the grapevines in a small vineyard with the aim of attaining specific grape berry characteristics and yield.
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry. » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines. » AG VIT PSLO - Identify common vineyard problems and suggest solutions.
Mapped ILOs	» ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Fall 2012

Quiz

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG179C SLO1 - Design and manage a productive small acreage vineyard.	12 of 19	91.67%	8.33%	0%	7
AG179C SLO2 - Decide on planting, training, irrigation and pest control of grapevines for the small acreage vineyard.	12 of 19	83.33%	8.33%	8.33%	7

AG179C SLO3 - Use and modify viticultural activities including vineyard implementation according to the ecophysiology of the grapevines in a small vineyard with the aim of attaining specific grape berry characteristics and yield.	12 of 19	83.33%	8.33%	8.33%	7
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Action Plans

Fall 2012

Course Improvement Plan Agribusiness Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG179C - Fall 2012					
What did the assessment data indicate about the strengths of your course?			Data shows that 90% of the questions are answered correctly by the students who took the the quiz. Therefore, most students learned sucessfully the learning outcomes. However, a considerable percent of the students did not attend/took the quiz.	2013-01-31	
What did the assessment data indicate about the weaknesses of your course?			Many of the registered students are not attending class.	2013-01-31	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Probably it will be advantageous to contact students before the beginning of the class to remind them of dates and times for this class.	2013-01-31	

AG301 - Pairing Wine and Food

SLOs

CSLOs	<ul style="list-style-type: none"> » AG301 SLO1 - evaluate the sensory components of specific wines. » AG301 SLO2 -plan and cook a dish paired with a suitable varietal wine. » AG301 SLO3 -identify the acidity, astringency, sourness and overall complexities of food and wine » AG301 SLO4 -describe verbally and in writing, the components of varietal wines
Mapped PSLOs	<ul style="list-style-type: none"> » AG PAIRING PSLO - Be able to prepare these foods and comment about the pairing possibilities. » AG PAIRING PSLO - Evaluate the sensory components of different wines.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

AG302 - Advanced Pairing Wine and Food

SLOs

CSLOs	<ul style="list-style-type: none"> » AG302 SLO1 - Evaluate the sensory components of the wines introduced. » AG302 SLO2 - Evaluate the sensory components of food with which to pair the wine. » AG302 SLO3 - Originate a "flavor profile" of the food and wine elements. » AG302 SLO4 - Plan and prepare a dish to be served with a complementary and/or contrasting wine.
Mapped PSLOs	<ul style="list-style-type: none"> » AG PAIRING PSLO - Analyze and suggest appropriate and innovative food pairings to most common wines. » AG PAIRING PSLO - Be able to prepare these foods and comment about the pairing possibilities. » AG PAIRING PSLO - Evaluate the sensory components of different wines.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

AG307 - Vineyard Irrigation

SLOs

CSLOs	<ul style="list-style-type: none"> » AG307 SLO1 - Manage field hardware and safety irrigation equipment » AG307 SLO2 - Recognize different filtration systems and pressure, and flow measurement devices with evaluation of potential water quality problems and treatments » AG307 SLO3 - Prepare irrigation schedules based on weather data, soil types and pressure bombs and develop complete understanding of weather factors affecting crop water » AG307 SLO4 - Maintain high efficiencies of water application and irrigation system performance. Adjust water application based on desired fruit quality
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.

Mapped ILOs	<ul style="list-style-type: none"> » ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.
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Assessments

Fall 2012

Midterm

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG307 SLO1 - Manage field hardware and safety irrigation equipment	11 of 17	100%	0%	0%	6
AG307 SLO2 - Recognize different filtration systems and pressure, and flow measurement devices with evaluation of potential water quality problems and treatments	11 of 17	72.73%	27.27%	0%	6
AG307 SLO3 - Prepare irrigation schedules based on weather data, soil types and pressure bombs and develop complete understanding of weather factors affecting crop water	11 of 17	81.82%	18.18%	0%	6
AG307 SLO4 - Maintain high efficiencies of water application and irrigation system performance. Adjust water application based on desired fruit quality	11 of 17	81.82%	18.18%	0%	6

Action Plans

Fall 2012

Course Improvement Plan Agribusiness Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG307 - Fall 2012					
What did the assessment data indicate about the strengths of your course?			Students are meeting or exceeding the standards.	2012-12-19	
What did the assessment data indicate about the weaknesses of your course?			None.	2012-12-19	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			No changes at this time.	2012-12-19	

AG308 - Wine Analysis

SLOs

CSLOs	<ul style="list-style-type: none"> » AG308 SLO1 - Define some reasons for the application of the scientific process in winemaking » AG308 SLO2 - Identify common analyses in winemaking » AG308 SLO3 - Demonstrate at least one method of analysis » AG308 SLO4 - Compare different methods of analysis.
Mapped PSLOs	<ul style="list-style-type: none"> » AG E/V PSLO - Describe and demonstrate a proficiency in crushing, fermenting and pressing. » AG E/V PSLO - Demonstrate a proficiency in chemically analyzing juice, must and wines and be able to interpret the data in order to take the appropriate action.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Spring 2012

Test Demonstration

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG308 SLO3 - Demonstrate at least one method of analysis	15 of 15	66.67%	6.67%	26.67%	0

Reasons for Application

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG308 SLO1 - Define some reasons for the application of the scientific process in winemaking	15 of 15	66.67%	6.67%	26.67%	0

Identify Common Analyses

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG308 SLO2 - Identify common analyses in winemaking	15 of 15	66.67%	6.67%	26.67%	0

Spring 2014

Lab

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG308 SLO3 - Demonstrate at least one method of analysis	13 of 14	0%	92.31%	7.69%	1

Quizzes

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG308 SLO1 - Define some reasons for the application of the scientific process in winemaking	12 of 14	41.67%	58.33%	0%	2
AG308 SLO2 - Identify common analyses in winemaking	12 of 14	33.33%	66.67%	0%	2
AG308 SLO4 - Compare different methods of analysis.	12 of 14	0%	75%	25%	2

Action Plans

Spring 2012

Course Improvement Plan Agribusiness Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG308 - Spring 2012					
What did the assessment data indicate about the strengths of your course?			Overall I see that students that were engaged seemed to pick up things and stay motivated. We like to support the excited students and I see that as a strength.	2012-09-25	
What did the assessment data indicate about the weaknesses of your course?			Not enough C's so it might be better to make it harder.	2012-09-25	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Student responsive interviews where I can assess in the beginning the range of skill levels enrolled in the class.	2012-09-25	

Spring 2014

Course Improvement Plan Agribusiness Spring 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG308 - Spring 2014					
What did the assessment data indicate about the strengths of your course?			If the students attended the laboratory portion of the class, they have demonstrated their ability to perform at least one method of wine analysis. The quizzes are a good overall indicator of their understanding of other methods, but it is a little more difficult to gauge specifics.	2015-02-02	
What did the assessment data indicate about the weaknesses of your course?			There's no other way to gauge competency of lab work. I would add in a midterm as a check for how they are progressing.	2015-02-02	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			I might have a practical for the final exam in the future to be able to gauge how well they would be able to perform the analysis on their own. Adding in a midterm would aid me in checking on their understanding of the lecture side of the class.	2015-02-02	

AG310 - Basic Winemaking 1

SLOs

CSLOs	<ul style="list-style-type: none"> » AG310 SLO1 - Determine the sugar content of grapes and the optimal harvest parameters for picking the grapes » AG310 SLO2 - Describe and perform the proper fermentations techniques for white and red wines » AG310 SLO3 - Understand the basic wine chemistry analysis of grape juice and wine » AG310 SLO4 - Identify and remedy potential wine making problems during the wine production cycle
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	» AG310 SLO5 - Understand the basic operation of all the wine processing equipment at the Allan Hancock Campus Winery
Mapped PSLOs	» AG E/V PSLO - Demonstrate an understanding of the yearly cycle in the winery. » AG E/V PSLO - Demonstrate a proficiency in chemically analyzing juice, must and wines and be able to interpret the data in order to take the appropriate action. » AG E/V PSLO - Make appropriate additions to maintain wine stability and to determine the optimum time to bottle and release the wine.
Mapped ILOs	» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Fall 2012

Mid-term exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG310 SLO1 - Determine the sugar content of grapes and the optimal harvest parameters for picking the grapes	26 of 26	76.92%	19.23%	3.85%	2
AG310 SLO2 - Describe and perform the proper fermentations techniques for white and red wines	26 of 26	88.46%	11.54%	0%	2
AG310 SLO3 - Understand the basic wine chemistry analysis of grape juice and wine	26 of 26	80.77%	0%	19.23%	2
AG310 SLO4 - Identify and remedy potential wine making problems during the wine production cycle	26 of 26	61.54%	30.77%	7.69%	2

Action Plans

Fall 2012

Course Improvement Plan Agribusiness Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG310 - Fall 2012					
What did the assessment data indicate about the strengths of your course?			Overall, students exceeded standards. This suggests I am spending enough time per SLO for the students to internalize the SLO.	2012-11-16	
What did the assessment data indicate about the weaknesses of your course?			For the SLO regarding basic chemistry and analysis, students either exceeded the standard or they did not meet the standard. This suggest some students "get it," but others do not.	2012-11-16	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			For the basic chemistry and analysis SLO: I will revisit how I teach this SLO and may design my quizzes to identify the students who are weak in this area. I am also going to think about ways to make this SLO more accessible for students with different learning styles.	2012-11-16	

AG311 - Winemaking Operations II

SLOs	
CSLOs	» AG311 SLO1 - Understand the difference between white and red wine production in the cellar » AG311 SLO2 - Identify potential spoilage and stability problems » AG311 SLO3 - Understand the different traits of wine fining agents » AG311 SLO4 - Provide a basic background of sensory analysis » AG311 SLO5 - Understand the basic operation of all the wine processing equipment at the Allan Hancock Campus Winery
Mapped PSLOs	» AG E/V PSLO - Demonstrate an understanding of the yearly cycle in the winery. » AG E/V PSLO - Demonstrate a proficiency in chemically analyzing juice, must and wines and be able to interpret the data in order to take the appropriate action. » AG E/V PSLO - Make appropriate additions to maintain wine stability and to determine the optimum time to bottle and release the wine.
Mapped ILOs	» ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Spring 2012

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG311 SLO1 - Understand the difference between white and red wine production in the cellar	13 of 13	84.62%	15.38%	0%	0

AG311 SLO2 - Identify potential spoilage and stability problems	13 of 13	69.23%	30.77%	0%	0
AG311 SLO3 - Understand the different traits of wine fining agents	13 of 13	69.23%	30.77%	0%	0
AG311 SLO4 - Provide a basic background of sensory analysis	13 of 13	76.92%	23.08%	0%	0
AG311 SLO5 - Understand the basic operation of all the wine processing equipment at the Allan Hancock Campus Winery	13 of 13	76.92%	23.08%	0%	0

Spring 2013

SLO 4

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG311 SLO4 - Provide a basic background of sensory analysis	18 of 18	38.89%	38.89%	22.22%	0

SLO 5

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG311 SLO5 - Understand the basic operation of all the wine processing equipment at the Allan Hancock Campus Winery	18 of 18	100%	0%	0%	0

SLO 1

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG311 SLO1 - Understand the difference between white and red wine production in the cellar	18 of 18	77.78%	22.22%	0%	0

SLO 2

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG311 SLO2 - Identify potential spoilage and stability problems	18 of 18	44.44%	44.44%	11.11%	0

SLO 3

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG311 SLO3 - Understand the different traits of wine fining agents	18 of 18	94.44%	5.56%	0%	0

Spring 2015

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG311 SLO1 - Understand the difference between white and red wine production in the cellar	12 of 15	58.33%	33.33%	8.33%	3
AG311 SLO2 - Identify potential spoilage and stability problems	12 of 15	83.33%	0%	16.67%	3
AG311 SLO3 - Understand the different traits of wine fining agents	12 of 15	66.67%	25%	8.33%	3
AG311 SLO4 - Provide a basic background of sensory analysis	12 of 15	83.33%	16.67%	0%	3
AG311 SLO5 - Understand the basic operation of all the wine processing equipment at the Allan Hancock Campus Winery	12 of 15	91.67%	8.33%	0%	3

Action Plans

Spring 2012

Course Improvement Plan Agribusiness Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG311 - Spring 2012					
What did the assessment data indicate about the strengths of your course?			Knowledge of subject, and making the course interesting are my current strong points.	2012-05-30	
What did the assessment data indicate about the weaknesses of your course?			Organization, students knowing expectations, and challenging students are my current weakest points.	2012-05-30	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			After teaching class for a year I know how much prep work needs to go into each class so I will be better organized, I need to communicate more directly to students in regard to my expectations of SLOs. I need to allow for more advanced students to have slightly higher expectations and challenge them more.	2012-05-30	
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AG314 - Organic/Biodynamic Wine

SLOs					
CSLOs	<ul style="list-style-type: none"> » AG314 SLO1 - Evaluate the advantages and disadvantages of various sustainable methods for grape and wine production, with special emphasis on organic and biodynamic procedures. » AG314 SLO2 - Discuss how to schedule and monitor the biodynamic and organic systems in the vineyard and the winery. » AG314 SLO3 - Recommend pest control alternatives in sustainable systems. » AG314 SLO4 - Assess weed and floor management alternatives in organic or biodynamic vineyards. 				
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry. » AG VIT PSLO - Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced, including yearly activities and grape vine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines. » AG VIT PSLO - Identify common vineyard problems and suggest solutions. 				
Mapped ILOs	<ul style="list-style-type: none"> » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges. 				

Assessments

Spring 2012

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG314 SLO1 - Evaluate the advantages and disadvantages of various sustainable methods for grape and wine production, with special emphasis on organic and biodynamic procedures.	19 of 20	100%	0%	0%	1
AG314 SLO2 - Discuss how to schedule and monitor the biodynamic and organic systems in the vineyard and the winery.	19 of 20	89.47%	0%	10.53%	1
AG314 SLO3 - Recommend pest control alternatives in sustainable systems.	19 of 20	100%	0%	0%	1
AG314 SLO4 - Assess weed and floor management alternatives in organic or biodynamic vineyards.	19 of 20	100%	0%	0%	1

Action Plans

Spring 2012

Course Improvement Plan Agribusiness Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG314 - Spring 2012					
What did the assessment data indicate about the strengths of your course?			Overall the course seems to be well understood. The basic ideas are practiced and repeated.	2012-09-25	
What did the assessment data indicate about the weaknesses of your course?			Exams might be easy and the scheduling of activities in organic and biodynamic farming was not completely understood or studied by everybody.	2012-09-25	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Increase exercising with operations scheduling.	2012-09-25	

AG315 - Fertilizers & Plant Nutrition

SLOs					
	<ul style="list-style-type: none"> » AG315 SLO1 - Identify the 16 essential plant nutrients. » AG315 SLO2 - Design a soil sampling strategy and collect samples. » AG315 SLO3 - Choose appropriate tests to run to analyze for nutrient deficiencies. » AG315 SLO4 - Read and interpret a soil and plant test report. 				

CSLOs	<ul style="list-style-type: none"> » AG315 SLO5 - Select appropriate fertilizers & amendments and calculate appropriate rates of application. » AG315 SLO6 - Identify variability within a field and select strategies to account for the variability. » AG315 SLO7 - Conduct basic plant nutrient tests. » AG315 SLO8 - Choose appropriate methods of fertilizer application. » AG315 SLO9 - Construct plant nutrient maps. » AG315 SLO10 - Identify plant nutrient deficiency symptoms.
Mapped PSLOs	<ul style="list-style-type: none"> » AG VIT PSLO - Identify effects on different soils in viticulture and analyze precision viticulture practices and be able to use the information for continuous vineyard improvement.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate, and manage the information. » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Spring 2011

SLO Assessment

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG315 SLO1 - Identify the 16 essential plant nutrients.	17 of 17	52.94%	47.06%	0%	0
AG315 SLO10 - Identify plant nutrient deficiency symptoms.	17 of 17	52.94%	47.06%	0%	0
AG315 SLO2 - Design a soil sampling strategy and collect samples.	17 of 17	52.94%	47.06%	0%	0
AG315 SLO3 - Choose appropriate tests to run to analyze for nutrient deficiencies.	17 of 17	58.82%	41.18%	0%	0
AG315 SLO4 - Read and interpret a soil and plant test report.	17 of 17	64.71%	29.41%	5.88%	0
AG315 SLO5 - Select appropriate fertilizers & amendments and calculate appropriate rates of application.	17 of 17	35.29%	64.71%	0%	0
AG315 SLO6 - Identify variability within a field and select strategies to account for the variability.	17 of 17	58.82%	35.29%	5.88%	0
AG315 SLO7 - Conduct basic plant nutrient tests.	17 of 17	64.71%	29.41%	5.88%	0
AG315 SLO8 - Choose appropriate methods of fertilizer application.	17 of 17	64.71%	35.29%	0%	0
AG315 SLO9 - Construct plant nutrient maps.	17 of 17	64.71%	35.29%	0%	0

Spring 2012

Student Learning Outcomes Assessment

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG315 SLO2 - Design a soil sampling strategy and collect samples.	12 of 15	33.33%	66.67%	0%	3
AG315 SLO3 - Choose appropriate tests to run to analyze for nutrient deficiencies.	12 of 15	33.33%	50%	16.67%	3
AG315 SLO4 - Read and interpret a soil and plant test report.	12 of 15	58.33%	33.33%	8.33%	3
AG315 SLO5 - Select appropriate fertilizers & amendments and calculate appropriate rates of application.	12 of 15	25%	66.67%	8.33%	3
AG315 SLO6 - Identify variability within a field and select strategies to account for the variability.	12 of 15	33.33%	50%	16.67%	3

Spring 2013

SLO Assessment

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG315 SLO1 - Identify the 16 essential plant nutrients.	11 of 14	63.64%	36.36%	0%	3
AG315 SLO10 - Identify plant nutrient deficiency symptoms.	11 of 14	63.64%	36.36%	0%	3
AG315 SLO2 - Design a soil sampling strategy and collect samples.	11 of 14	54.55%	45.45%	0%	3
AG315 SLO3 - Choose appropriate tests to run to analyze for nutrient deficiencies.	11 of 14	100%	0%	0%	3
AG315 SLO4 - Read and interpret a soil and plant test report.	11 of 14	54.55%	45.45%	0%	3
AG315 SLO5 - Select appropriate fertilizers & amendments and calculate appropriate rates of application.	11 of 14	45.45%	54.55%	0%	3
AG315 SLO6 - Identify variability within a field and select strategies to account for the variability.	11 of 14	54.55%	45.45%	0%	3
AG315 SLO7 - Conduct basic plant nutrient tests.	11 of 14	81.82%	18.18%	0%	3
AG315 SLO8 - Choose appropriate methods of fertilizer application.	11 of 14	72.73%	27.27%	0%	3
AG315 SLO9 - Construct plant nutrient maps.	11 of 14	72.73%	27.27%	0%	3

Action Plans

Spring 2012

Course Improvement Plan Agribusiness Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG315 - Spring 2012					
What did the assessment data indicate about the strengths of your course?			That most students had competency in the core course material.	2012-05-16	
What did the assessment data indicate about the weaknesses of your course?			That some students did not have competency in all areas. I believe this is due to missing class. Since there is only one section of this course it is difficult or impossible to recreate the identical assignment for students who miss class.	2012-05-16	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			I am going to create an alternative assignment for each class to have available for students who miss class.	2012-05-16	

AG320 - Wine Tasting Room Sales

SLOs	
CSLOs	<ul style="list-style-type: none"> » AG320 SLO1 - List the regulatory agencies controlling wine shipment and explain the various shipping laws within the united states. » AG320 SLO2 - Explain the differences among shipping companies. » AG320 SLO3 - Describe the differences among wines using an expanded wine vocabulary. » AG320 SLO4 - Describe wine selling techniques and how to close a sale. » AG320 SLO5 - Describe a scenario of how and what the student would pour for a wine tasting room customer. » AG320 SLO6 - Describe the laws and regulations pertaining to serving wine in California.
Mapped PSLOs	<ul style="list-style-type: none"> » AG BUS PSLO - Identify and suggest business strategies in the wine and grape industry considering financial management principles of vineyard and winery operations and strategic planning. » AG BUS PSLO - Analyze promotion, selling, marketing and distribution possibilities. » AG BUS PSLO - Analyze consumer and market conditions. » AG BUS PSLO - Consider accounting, logistics, compliance, legal, labor and tax issues in the wine industry.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. » ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Assessments

Spring 2012

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
AG320 SLO1 - List the regulatory agencies controlling wine shipment and explain the various shipping laws within the united states.	19 of 23	63.16%	26.32%	10.53%	4
AG320 SLO2 - Explain the differences among shipping companies.	19 of 23	63.16%	26.32%	10.53%	4
AG320 SLO3 - Describe the differences among wines using an expanded wine vocabulary.	19 of 23	63.16%	26.32%	10.53%	4
AG320 SLO4 - Describe wine selling techniques and how to close a sale.	19 of 23	63.16%	26.32%	10.53%	4
AG320 SLO5 - Describe a scenario of how and what the student would pour for a wine tasting room customer.	19 of 23	63.16%	26.32%	10.53%	4
AG320 SLO6 - Describe the laws and regulations pertaining to serving wine in California.	19 of 23	63.16%	26.32%	10.53%	4

Action Plans

Spring 2012

Course Improvement Plan Agribusiness Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Agribusiness >> AG320 - Spring 2012					
What did the assessment data indicate about the strengths of your course?			The reading materials provided did allow for much learning, but I feel the expert guest speakers who covered wine presentation, legal issues, shipping and compliance, tasting room sales, interviewing and hiring staff offered valuable information for the students to get a very good overall picture of what is needed in a wine tasting room. Creating a business plan and tasting room design put that knowledge to practical use. The field trip to the tasting rooms was also a very valuable visual tool to help in the design of the students own project.	2012-05-30	
What did the assessment data indicate about the weaknesses of your course?			There was not enough hand-on role playing to help the students understand the various scenarios that can happen in a tasting room with the visitors. I feel that more time could have been spend in small group role playing. Having 2 quizzes, 1 final, a paper and presentation may have been too much for an 8 week course. Having the students break into groups for both the paper and presentation presented a problem since there was approximately 30% attrition.	2012-05-30	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?			Offer more role playing in class, more frequent and shorter quizzes. Offer more opportunities to visit various tasting rooms (hold a class at a tasting room privately to offer those role playing opportunities). Have each student do their own "vision statement" as opposed to a business plan as well as their own tasting room design presentation. Combine the vision and design into the presentation as well.	2012-05-30	

AG379E - Introduction to Beer Brewing

SLOs

CSLOs	<ul style="list-style-type: none"> » AG379E SLO1 - Enumerate and chart the brewing process for ales and lagers. » AG379E SLO2 - Contrast health risks with benefits of beer consumption. » AG379E SLO3 - Explain different beer styles with changes in procedures and materials. » AG379E SLO4 - Distinguish legal regulations in brewing.
Mapped PSLOs	» Agribusiness - Does Not Map to Degree or Certificate
Mapped ILOs	<ul style="list-style-type: none"> » ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

2015-2016

Program Review Data

Agribusiness

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Summer 2009, Fall 2009, Spring 2010 and 6 more Enrollment, FTES, Retention & Success AHC Data

	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012
Sections	262	1,114	1,238	348	1,178	1,240	314	1,023	1,146
Headcount	4,637	11,253	12,728	6,230	12,131	12,689	5,798	10,957	11,736
Enrollment	7,161	29,913	32,406	10,179	32,211	33,109	9,242	29,219	30,988
Retention %	88.58%	87.98%	88.82%	84.71%	85.14%	84.72%	85.50%	86.69%	84.65%
Success %	77.55%	68.49%	72.75%	72.20%	67.32%	68.82%	74.32%	68.63%	69.09%
FTES	940	4,036	4,688	1,249	4,239	4,162	1,072	3,905	3,879

Fall 2009, Spring 2010, Summer 2010 and 5 more AG & AGBUS Outcomes

	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012
Sections	9.0	13.0	2.0	14.0	11.0	2.0	11.0	11.0
Headcount	137.0	160.0	21.0	197.0	150.0	22.0	201.0	164.0
Enrollment	195.0	269.0	21.0	300.0	219.0	22.0	280.0	228.0
retained	190.0	249.0	20.0	250.0	202.0	22.0	244.0	192.0
Retention %	97.44%	92.57%	95.24%	83.33%	92.24%	100.00%	87.14%	84.21%
success	166.0	232.0	20.0	226.0	189.0	22.0	201.0	169.0
Success %	85.13%	86.25%	95.24%	75.33%	86.30%	100.00%	71.79%	74.12%
FTES	23.8	26.9	1.8	33.9	27.4	1.9	33.5	26.0

Fall 2009, Spring 2010, Summer 2010 and 5 more Retention & Success

Click on course name to get retention/success by course demographics

course	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Measure Names
AG101				74% 85%	79% 86%		62% 86%	74% 84%	Retention % Success %
AG102				77% 81%	74% 89%		66% 83%	63% 80%	
AG103				74% 90%			59% 97%		
AG104								93% 100%	
AG120				88% 94%			92% 92%		
AG121					93% 93%			76% 76%	
AG122			95% 95%			100% 100%			
AG125				79% 83%			82% 89%		
AG130					95% 100%				
AG140				80% 80%			78% 78%		
AG141					80% 80%			80% 80%	
AG142			100% 100%			100% 100%			
AG179A				53% 68%					
AG179C				77% 77%			100% 100%		
AG179D				86% 95%			74% 78%		
AG189					100% 100%				
AG301				75% 75%	100% 100%				
AG307				86% 93%					
AG308					79% 97%			61% 83%	
AG310				86% 91%			85% 90%		
AG311					94% 94%			93% 93%	
AG312				65% 74%					
AG314								86% 91%	
AG315					84% 89%			67% 83%	
AG320								68% 79%	
AG379C				63% 75%			58% 79%		
AG379D					92% 92%				
AGBUS101	75% 100%	100% 100%							
AGBUS102	83% 100%	77% 87%							
AGBUS103	70% 100%								
AGBUS104		95% 100%							
AGBUS120	95% 100%								
AGBUS121		82% 89%							
AGBUS125	90% 90%								
AGBUS135		90% 95%							
AGBUS140	100% 100%								
AGBUS141		100% 100%							
AGBUS179		68% 91%							

Fall 2009, Spring 2010, Summer 2010 and 5 more Retention & Success

Click on course name to get retention/success by course demographics

course	Fall 2009		Spring 2010		Summer 2010		Fall 2010		Spring 2011		Summer 2011		Fall 2011		Spring 2012		Measure Names	
AGBUS189	100%	100%																Retention % Success %
AGBUS199			79%	89%														
AGBUS301			86%	86%														
AGBUS302			93%	93%														
AGBUS308			82%	94%														
AGBUS310	90%	100%																
AGBUS311			100%	100%														
AGBUS314			78%	83%														
AGBUS379	93%	93%																
Grand Total	85%	97%	86%	93%	95%	95%	75%	83%	86%	92%	100%	100%	72%	87%	74%	84%		

Summer 2012, Fall 2012, Spring 2013 and 6 more Retention & Success

Click on course name to get retention/success by course demographics

course	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Measure Names
AG101		59% 81%	66% 80%		55% 81%	64% 83%		60% 81%	62% 82%	Retention % Success %
AG102		78% 89%	70% 74%		81% 94%	70% 83%		68% 87%	82% 88%	
AG103		74% 91%			65% 88%			77% 96%		
AG104						95% 95%				
AG114			81% 95%						79% 93%	
AG120		100% 100%			76% 84%			43% 79%		
AG121			78% 83%			68% 91%			79% 92%	
AG122	83% 83%			88% 88%			89% 100%			
AG125		89% 93%			74% 90%			94% 97%		
AG130						100% 100%				
AG135			65% 100%							
AG140		100% 100%						100% 100%		
AG141			50% 75%			100% 100%			100% 100%	
AG142	100% 100%			100% 100%			100% 100%			
AG150					76% 95%	67% 92%				
AG152									45% 68%	
AG153						67% 79%				
AG156				87% 93%			57% 86%		94% 100%	
AG157								61% 83%		
AG158									71% 86%	
AG179C		80% 95%						80% 88%		
AG189		100% 100%	73% 87%		100% 100%	85% 100%		50% 100%		
AG301			76% 100%			84% 95%			84% 100%	
AG302						92% 100%			100% 100%	
AG307		48% 68%						76% 88%		
AG308						47% 93%				
AG310		93% 93%			80% 100%			71% 92%		
AG311			86% 86%						78% 83%	
AG315			69% 88%			62% 85%			54% 79%	
AG320								60% 60%		
AG379E						65% 84%				
Grand Total	86% 86%	74% 87%	72% 86%	88% 91%	69% 88%	73% 89%	71% 92%	69% 86%	73% 88%	

Summer 2012, Fall 2012, Spring 2013 and 6 more Enrollment, FTES, Retention & Success AHC Data

	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
Sections	293	1,004	1,087	285	1,069	1,141	306	1,141	1,209
Headcount	5,551	10,883	11,361	5,421	10,922	11,293	5,185	11,084	11,249
Enrollment	8,784	28,559	29,609	8,455	28,612	29,369	8,168	29,153	28,984
Retention %	89.79%	86.62%	86.17%	89.13%	86.97%	85.23%	89.37%	86.83%	85.44%
Success %	77.33%	69.63%	70.38%	77.46%	70.56%	70.22%	77.69%	69.80%	71.38%
FTES	1,001	3,775	3,813	978	3,852	3,868	944	3,900	4,048

Summer 2012, Fall 2012, Spring 2013 and 6 more AG & AGBUS Outcomes

	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
Sections	2.0	11.0	12.0	3.0	10.0	17.0	3.0	13.0	14.0
Headcount	14.0	176.0	163.0	32.0	152.0	224.0	24.0	201.0	216.0
Enrollment	14.0	242.0	221.0	34.0	218.0	322.0	24.0	279.0	293.0
retained	12.0	211.0	189.0	31.0	192.0	286.0	22.0	239.0	257.0
Retention %	85.71%	87.19%	85.52%	91.18%	88.07%	88.82%	91.67%	85.66%	87.71%
success	12.0	179.0	159.0	30.0	151.0	234.0	17.0	193.0	215.0
Success %	85.71%	73.97%	71.95%	88.24%	69.27%	72.67%	70.83%	69.18%	73.38%
FTES	1.2	27.8	23.8	3.8	28.3	36.5	2.1	30.6	31.4

Fall 2009, Spring 2010, Summer 2010 and 5 more Demographics AG & AGBUS

ETHNICITY	Fall 2009		Spring 2010		Summer 2010		Fall 2010		Spring 2011		Summer 2011		Fall 2011		Spring 2012	
	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES
Asian							4.0	0.5	3.0	0.5			7.0	0.8	5.0	1.1
Black	1.0	0.1	1.0	0.1	1.0	0.1	2.0	0.7	2.0	0.8			5.0	1.0	6.0	1.0
Filipono	1.0	0.3					2.0	0.2	1.0	0.1			2.0	0.4	4.0	0.8
Hispanic	33.0	6.5	46.0	7.7	4.0	0.3	58.0	10.7	36.0	7.8	2.0	0.2	65.0	11.2	41.0	7.4
Native Am	1.0	0.2	1.0	0.0			4.0	0.4	2.0	0.2			1.0	0.3	2.0	0.1
Other	1.0	0.4	2.0	0.2			1.0	0.0								
Pacific Islander	1.0	0.1					1.0	0.1							1.0	0.1
Unknown	5.0	0.4	5.0	0.8	1.0	0.1	7.0	1.2	6.0	0.5						
White	94.0	15.9	105.0	18.1	15.0	1.3	118.0	19.9	100.0	17.6	20.0	1.7	121.0	19.8	105.0	15.5

Fall 2009, Spring 2010, Summer 2010 and 5 more Demographics AG & AGBUS

Gender	Fall 2009		Spring 2010		Summer 2010		Fall 2010		Spring 2011		Summer 2011		Fall 2011		Spring 2012	
	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES
Female	52.0	8.1	55.0	8.2	7.0	0.6	81.0	10.8	53.0	8.9	8.0	0.7	83.0	12.6	65.0	8.4
Male	83.0	15.5	101.0	18.2	14.0	1.2	115.0	22.9	96.0	18.3	14.0	1.2	118.0	20.9	99.0	17.6
Unknown	2.0	0.2	4.0	0.5			1.0	0.1	1.0	0.1						
Grand Total	137.0	23.8	160.0	26.9	21.0	1.8	197.0	33.9	150.0	27.4	22.0	1.9	201.0	33.5	164.0	26.0

Summer 2012, Fall 2012, Spring 2013 and 6 more Demographics AG & AGBUS

ETHNICITY	Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015	
	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES
Asian	1.0	0.1	4.0	0.8	4.0	0.3			2.0	0.2	6.0	1.1			6.0	0.7	4.0	0.9
Black	1.0	0.1	6.0	0.9	7.0	0.9			6.0	0.8	4.0	0.6	1.0	0.1	2.0	0.3	3.0	0.4
Filipono	1.0	0.1	7.0	1.2	4.0	0.6	2.0	0.1	2.0	0.5	3.0	0.7	1.0	0.1	1.0	0.1	2.0	0.3
Hispanic	5.0	0.4	57.0	8.6	49.0	6.4	14.0	1.8	50.0	10.3	89.0	15.6	14.0	1.2	85.0	13.3	89.0	13.8
Native Am			1.0	0.2	2.0	0.4	1.0	0.2	3.0	0.5	5.0	1.0			5.0	0.9	4.0	0.9
Pacific Islander					1.0	0.1			3.0	0.5					1.0	0.1	3.0	0.3
White	6.0	0.5	101.0	16.0	96.0	15.0	15.0	1.6	86.0	15.6	117.0	17.5	8.0	0.7	101.0	15.0	111.0	14.7

Summer 2012, Fall 2012, Spring 2013 and 6 more Demographics AG & AGBUS

Gender	Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015	
	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES
Female	3.0	0.3	67.0	8.6	66.0	9.5	9.0	1.1	64.0	10.8	94.0	12.9	7.0	0.6	84.0	12.1	105.0	12.8
Male	11.0	0.9	109.0	19.2	97.0	14.3	23.0	2.7	88.0	17.6	130.0	23.6	17.0	1.5	117.0	18.4	111.0	18.6
Grand Total	14.0	1.2	176.0	27.8	163.0	23.8	32.0	3.8	152.0	28.3	224.0	36.5	24.0	2.1	201.0	30.6	216.0	31.4

Fall 2009, Spring 2010, Summer 2010 and 5 more Demographics AG & AGBUS

age_category	Fall 2009		Spring 2010		Summer 2010		Fall 2010		Spring 2011		Summer 2011		Fall 2011		Spring 2012	
	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES
Under 19	15.00	2.79	13.00	2.11	3.00	0.26	24.00	3.51	16.00	3.04			29.00	4.50	18.00	2.76
20-24	36.00	6.38	46.00	8.05	6.00	0.51	59.00	9.75	35.00	5.70	4.00	0.34	64.00	10.51	43.00	8.65
25-29	19.00	4.13	24.00	5.28	1.00	0.09	29.00	6.68	23.00	4.44	5.00	0.43	34.00	6.53	22.00	4.60
30-34	10.00	1.55	11.00	1.15	1.00	0.09	18.00	3.23	16.00	3.31	4.00	0.34	14.00	3.26	9.00	1.32
35-39	7.00	0.97	8.00	1.10	2.00	0.17	7.00	1.02	4.00	0.64			5.00	0.63	9.00	1.28
40-49	16.00	3.35	20.00	3.67			16.00	4.14	17.00	3.90	1.00	0.09	17.00	2.93	23.00	2.92
50+	34.00	4.63	38.00	5.52	8.00	0.68	44.00	5.53	39.00	6.36	8.00	0.68	38.00	5.17	40.00	4.50

Fall 2009, Spring 2010, Summer 2010 and 5 more Demographics AG & AGBUS

Enrollment Status	Fall 2009		Spring 2010		Summer 2010		Fall 2010		Spring 2011		Summer 2011		Fall 2011		Spring 2012	
	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES
First Time Student	13.0	1.8	6.0	0.8	3.0	0.3	28.0	3.9	8.0	1.0			22.0	3.0	11.0	2.3
First Time Transf..	13.0	2.7	19.0	3.4	4.0	0.3	55.0	8.3	18.0	3.8	5.0	0.4	27.0	4.6	41.0	6.1
Continuing	65.0	12.2	100.0	17.5	8.0	0.7	78.0	15.6	113.0	20.5	13.0	1.1	112.0	19.6	94.0	14.2
Returning	46.0	7.2	35.0	5.3	6.0	0.5	36.0	6.1	11.0	2.1	4.0	0.3	40.0	6.3	18.0	3.4
Grand Total	137.0	23.8	160.0	26.9	21.0	1.8	197.0	33.9	150.0	27.4	22.0	1.9	201.0	33.5	164.0	26.0

Summer 2012, Fall 2012, Spring 2013 and 6 more Demographics AG & AGBUS

age_category	Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015	
	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES
Under 19			16.00	3.31	18.00	2.61	6.00	0.86	34.00	5.98	22.00	3.10	5.00	0.46	44.00	6.93	41.00	6.46
20-24	4.00	0.34	56.00	10.31	44.00	6.91	5.00	0.61	40.00	6.90	59.00	11.59	5.00	0.45	64.00	8.96	63.00	10.68
25-29			29.00	3.78	31.00	4.38	6.00	0.85	28.00	6.18	47.00	8.99	2.00	0.18	29.00	4.37	25.00	3.49
30-34	2.00	0.17	20.00	2.81	17.00	2.57	4.00	0.30	12.00	2.79	27.00	3.17	3.00	0.26	11.00	2.24	18.00	2.74
35-39	2.00	0.17	11.00	1.35	7.00	0.95	2.00	0.15	9.00	1.65	11.00	1.49	2.00	0.17	7.00	0.87	9.00	0.99
40-49	2.00	0.17	23.00	3.64	24.00	3.83	6.00	0.61	12.00	2.60	25.00	4.16	2.00	0.17	20.00	3.21	19.00	2.63
50+	4.00	0.34	21.00	2.64	22.00	2.53	3.00	0.39	17.00	2.23	33.00	4.01	5.00	0.44	26.00	3.98	41.00	4.41

Summer 2012, Fall 2012, Spring 2013 and 6 more Demographics AG & AGBUS

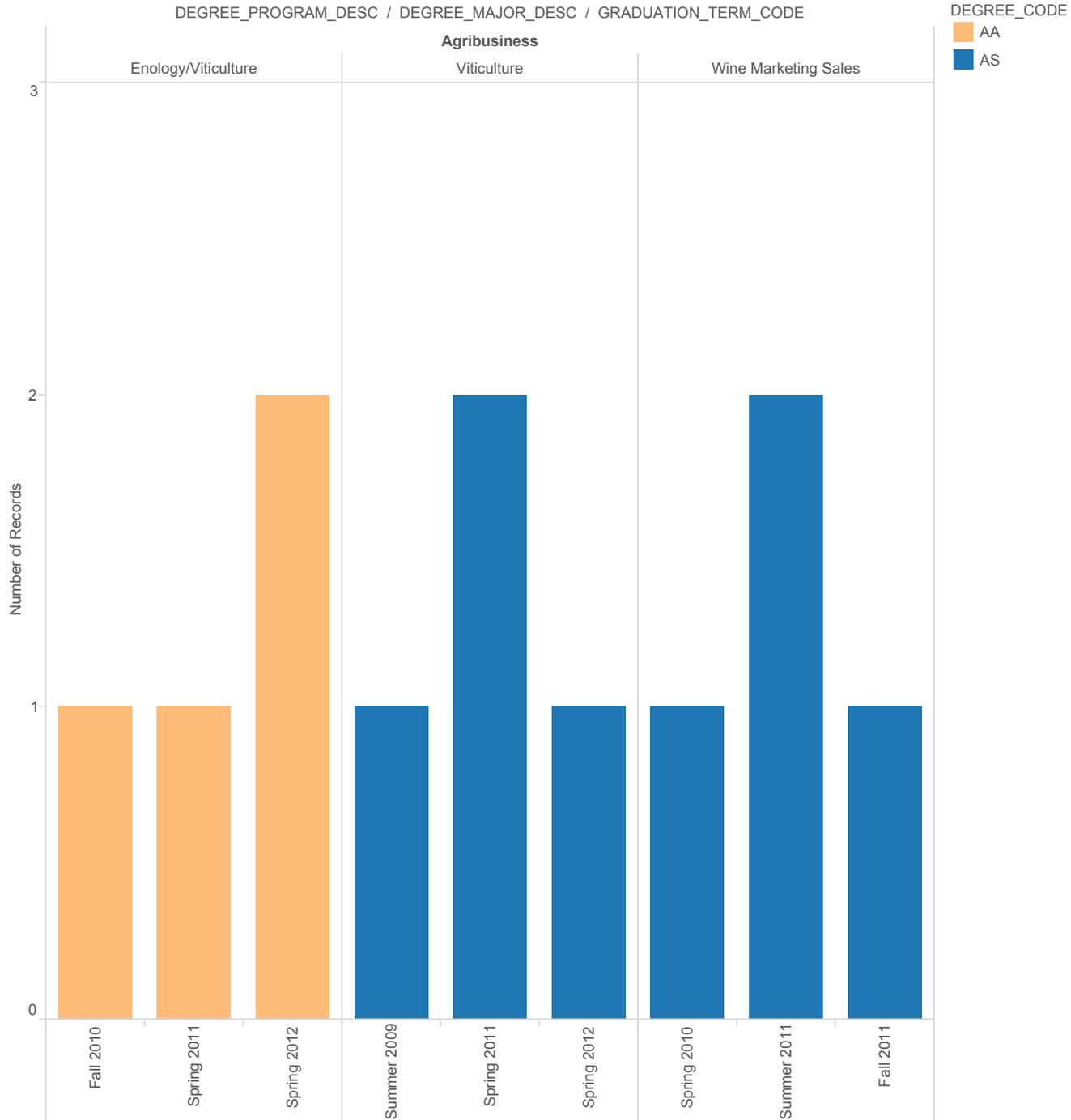
Enrollment Status	Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015	
	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES
First Time Student	2.0	0.2	16.0	2.9	4.0	0.6	5.0	0.9	31.0	5.2	15.0	2.3	4.0	0.4	38.0	5.7	10.0	2.2
First Time Transf..	5.0	0.4	32.0	6.0	29.0	4.3	5.0	0.6	21.0	5.4	35.0	4.3	4.0	0.4	35.0	5.7	45.0	6.5
Continuing	3.0	0.3	81.0	12.3	104.0	15.3	14.0	1.3	70.0	13.5	112.0	21.7	12.0	1.1	91.0	15.1	129.0	19.1
Returning	4.0	0.3	47.0	6.6	26.0	3.5	7.0	0.9	27.0	4.0	62.0	8.2	3.0	0.3	36.0	3.9	30.0	3.4
NA							1.0	0.1	3.0	0.3			1.0	0.1	1.0	0.1	2.0	0.2
Grand Total	14.0	1.2	176.0	27.8	163.0	23.8	32.0	3.8	152.0	28.3	224.0	36.5	24.0	2.1	201.0	30.6	216.0	31.4

Degrees & Certificates

DEGREE_PRO..	DEGREE_MAJOR_D..	DEGREE_CODE	GRADUATION_TERM_CODE						Grand Total	
			Summer 2009	Spring 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011		Spring 2012
Agribusiness	Enology/Viticulture	AA			1	1			2	4
	Viticulture	AS	1			2			1	4
	Wine Marketing Sales	AS		1			2	1		4
	Total		1	1	1	3	2	1	3	12
Grand Total			1	1	1	3	2	1	3	12

Degrees & Certificates

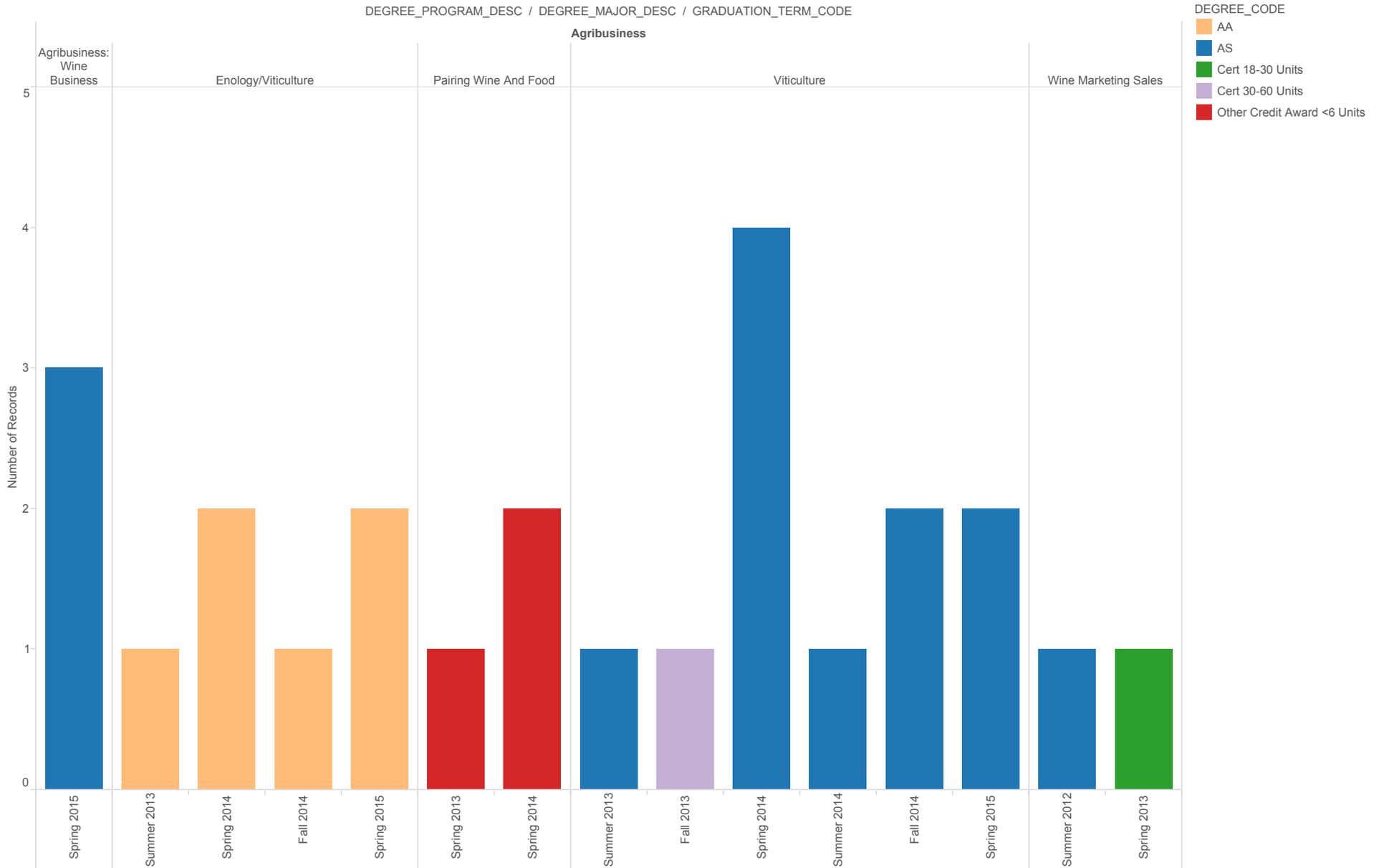
DEGREE_PROGRAM_DESC / DEGREE_MAJOR_DESC / GRADUATION_TERM_CODE



Degrees & Certificates

DEGREE_PRO..	DEGREE_MAJOR_DESC	DEGREE_CODE	GRADUATION_TERM_CODE							Grand Total	
			Summer 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014		Spring 2015
Agribusiness	Agribusiness: Wine Business	AS								3	3
	Enology/Viticulture	AA			1		2		1	2	6
	Pairing Wine And Food	Other Credit Award <6 Units		1			2				3
	Viticulture	AS			1		4	1	2	2	10
		Cert 30-60 Units				1					1
	Wine Marketing Sales	AS		1							1
		Cert 18-30 Units			1						1
	Total			1	2	2	1	8	1	3	7
Grand Total			1	2	2	1	8	1	3	7	25

Degrees & Certificates



Retention & Success for AG & AGBUS

course_type	course	Fall 2009			Spring 2010			Summer 2010			Fall 2010			Spring 2011		
		Sections	Enrollment	FTEs	Sections	Enrollment	FTEs	Sections	Enrollment	FTEs	Sections	Enrollment	FTEs	Sections	Enrollment	FTEs
Face to Face Course	AG101										1.0	27.0	2.9	1.0	28.0	2.9
	AG102										1.0	31.0	3.3	1.0	27.0	2.9
	AG103										1.0	39.0	4.2			
	AG120										1.0	17.0	2.9			
	AG121													1.0	14.0	2.4
	AG122							1.0	20.0	1.7						
	AG125										1.0	24.0	5.1			
	AG130													1.0	19.0	4.1
	AG140										1.0	10.0	1.7			
	AG141													1.0	10.0	1.7
	AG142							1.0	1.0	0.1						
	AG179A										1.0	19.0	2.0			
	AG179C										1.0	13.0	0.3			
	AG179D										1.0	21.0	2.2			
	AG189													1.0	1.0	0.1
	AG301										1.0	16.0	0.4	1.0	19.0	0.6
	AG307										1.0	14.0	1.5			
	AG308													1.0	29.0	3.0
	AG310										1.0	22.0	2.3			
	AG311													1.0	16.0	1.8
	AG312										1.0	23.0	2.5			
	AG315													1.0	19.0	4.1
	AG379C										1.0	24.0	2.6			
	AG379D													1.0	37.0	4.0
	AGBUS101		1.0	24.0	2.5	1.0	30.0	3.1								
	AGBUS102		1.0	30.0	3.1	1.0	31.0	3.2								
	AGBUS103		1.0	33.0	3.4											
	AGBUS104					1.0	19.0	2.0								
	AGBUS120		1.0	20.0	3.3											
	AGBUS121					1.0	28.0	4.6								
AGBUS125		1.0	29.0	5.9												
AGBUS135					1.0	20.0	0.6									
AGBUS140		1.0	5.0	0.8												
AGBUS141					1.0	9.0	1.5									
AGBUS179					1.0	22.0	4.5									

Retention & Success for AG & AGBUS

course_type	course	Fall 2009			Spring 2010			Summer 2010			Fall 2010			Spring 2011		
		Sections	Enrollment	FTES	Sections	Enrollment	FTES	Sections	Enrollment	FTES	Sections	Enrollment	FTES	Sections	Enrollment	FTES
Face to Face Course	AGBUS189	1.0	5.0	0.2												
	AGBUS199				1.0	19.0	0.5									
	AGBUS301				1.0	22.0	0.6									
	AGBUS302				1.0	14.0	0.4									
	AGBUS308				1.0	17.0	1.9									
	AGBUS310	1.0	20.0	1.5												
	AGBUS311				1.0	20.0	2.1									
	AGBUS314				1.0	18.0	1.9									
	AGBUS379	1.0	29.0	3.0												
	Total		9.0	195.0	23.8	13.0	269.0	26.9	2.0	21.0	1.8	14.0	300.0	33.9	11.0	219.0
Grand Total		9.0	195.0	23.8	13.0	269.0	26.9	2.0	21.0	1.8	14.0	300.0	33.9	11.0	219.0	27.4

Retention & Success for AG & AGBUS

course_type	course	Summer 2011			Fall 2011			Spring 2012			Summer 2012			Fall 2012			Spring 2013		
		Sections	Enrollment	FTES	Sections	Enrollment	FTES	Sections	Enrollment	FTES	Sections	Enrollment	FTES	Sections	Enrollment	FTES	Sections	Enrollment	FTES
Face to Face Course	AG101				1.0	26.0	3.2	1.0	32.0	3.4				1.0	27.0	2.9	1.0	33.0	3.5
	AG102							1.0	30.0	3.2				1.0	27.0	2.9	1.0	27.0	2.9
	AG103				1.0	29.0	3.1							1.0	34.0	3.6			
	AG104							1.0	14.0	1.5									
	AG114																1.0	21.0	2.2
	AG120				1.0	24.0	4.1							1.0	15.0	2.8			
	AG121							1.0	17.0	2.9							1.0	18.0	4.4
	AG122	1.0	19.0	1.6							1.0	12.0	1.0						
	AG125				1.0	28.0	6.0							1.0	27.0	5.8			
	AG135																1.0	17.0	0.3
	AG140				1.0	9.0	1.5							1.0	1.0	0.2			
	AG141							1.0	5.0	0.9							1.0	4.0	0.7
	AG142	1.0	3.0	0.3							1.0	2.0	0.2						
	AG179C				1.0	16.0	0.5							1.0	20.0	0.5			
	AG179D				1.0	23.0	2.5												
	AG189													1.0	2.0	0.1	2.0	15.0	0.5
	AG301																1.0	17.0	0.4
	AG307													1.0	25.0	2.7			
	AG308							1.0	18.0	2.0									
	AG310				1.0	20.0	2.2							1.0	28.0	3.0			
AG311							1.0	14.0	1.6							1.0	21.0	2.3	
AG314							1.0	22.0	2.4										
AG315							1.0	18.0	3.8							1.0	16.0	3.4	
AG320							1.0	28.0	1.4										
AG379C				1.0	24.0	2.6													
Total		2.0	22.0	1.9	9.0	199.0	25.7	10.0	198.0	23.1	2.0	14.0	1.2	10.0	206.0	24.3	11.0	189.0	20.7
Online Course	AG101				1.0	40.0	3.9	1.0	30.0	2.9				1.0	36.0	3.5	1.0	32.0	3.1
	AG102				1.0	41.0	4.0												
	Total				2.0	81.0	7.9	1.0	30.0	2.9				1.0	36.0	3.5	1.0	32.0	3.1
Grand Total		2.0	22.0	1.9	11.0	280.0	33.5	11.0	228.0	26.0	2.0	14.0	1.2	11.0	242.0	27.8	12.0	221.0	23.8

Retention & Success for AG & AGBUS

course_type	course	Summer 2013			Fall 2013			Spring 2014			Summer 2014			Fall 2014			Spring 2015		
		Sections	Enrollment	FTES	Sections	Enrollment	FTES	Sections	Enrollment	FTES	Sections	Enrollment	FTES	Sections	Enrollment	FTES	Sections	Enrollment	FTES
Face to Face Course	AG101				1.0	29.0	3.1	1.0	27.0	2.9				1.0	30.0	3.2	1.0	25.0	2.7
	AG102				1.0	31.0	3.3	1.0	30.0	3.2				1.0	31.0	3.3	1.0	33.0	3.5
	AG103				1.0	26.0	2.8							1.0	26.0	2.8			
	AG104							1.0	21.0	2.2									
	AG114																1.0	28.0	3.0
	AG120				1.0	25.0	4.3							1.0	14.0	2.4			
	AG121							1.0	22.0	3.8							1.0	24.0	4.1
	AG122	1.0	17.0	1.3							1.0	9.0	0.8						
	AG125				1.0	31.0	6.6							1.0	31.0	6.6			
	AG130							1.0	19.0	4.1									
	AG140													1.0	1.0	0.2			
	AG141							1.0	2.0	0.3							1.0	2.0	0.3
	AG142	1.0	2.0	0.1							1.0	1.0	0.1						
	AG150				1.0	21.0	2.9	1.0	12.0	1.7									
	AG152																1.0	22.0	2.4
	AG153							1.0	24.0	3.3									
	AG156	1.0	15.0	2.3							1.0	14.0	1.3				1.0	16.0	1.7
	AG157													1.0	18.0	1.9			
	AG158																1.0	14.0	1.5
	AG179C													1.0	25.0	0.6			
	AG189				2.0	2.0	0.1	2.0	13.0	1.1				1.0	2.0	0.1			
	AG301							2.0	37.0	1.0							2.0	38.0	1.2
	AG302							1.0	12.0	0.4							1.0	14.0	0.4
AG307													1.0	17.0	1.8				
AG308							1.0	15.0	1.6										
AG310				1.0	15.0	1.6							1.0	24.0	2.6				
AG311																1.0	18.0	2.0	
AG315							1.0	26.0	5.6							1.0	24.0	5.1	
AG320													1.0	20.0	1.1				
AG379E							1.0	31.0	2.3										
	Total	3.0	34.0	3.8	9.0	180.0	24.6	16.0	291.0	33.5	3.0	24.0	2.1	12.0	239.0	26.7	13.0	258.0	28.0
Online Course	AG101				1.0	38.0	3.7	1.0	31.0	3.0				1.0	40.0	3.9	1.0	35.0	3.4
	Total				1.0	38.0	3.7	1.0	31.0	3.0				1.0	40.0	3.9	1.0	35.0	3.4
Grand Total		3.0	34.0	3.8	10.0	218.0	28.3	17.0	322.0	36.5	3.0	24.0	2.1	13.0	279.0	30.6	14.0	293.0	31.4

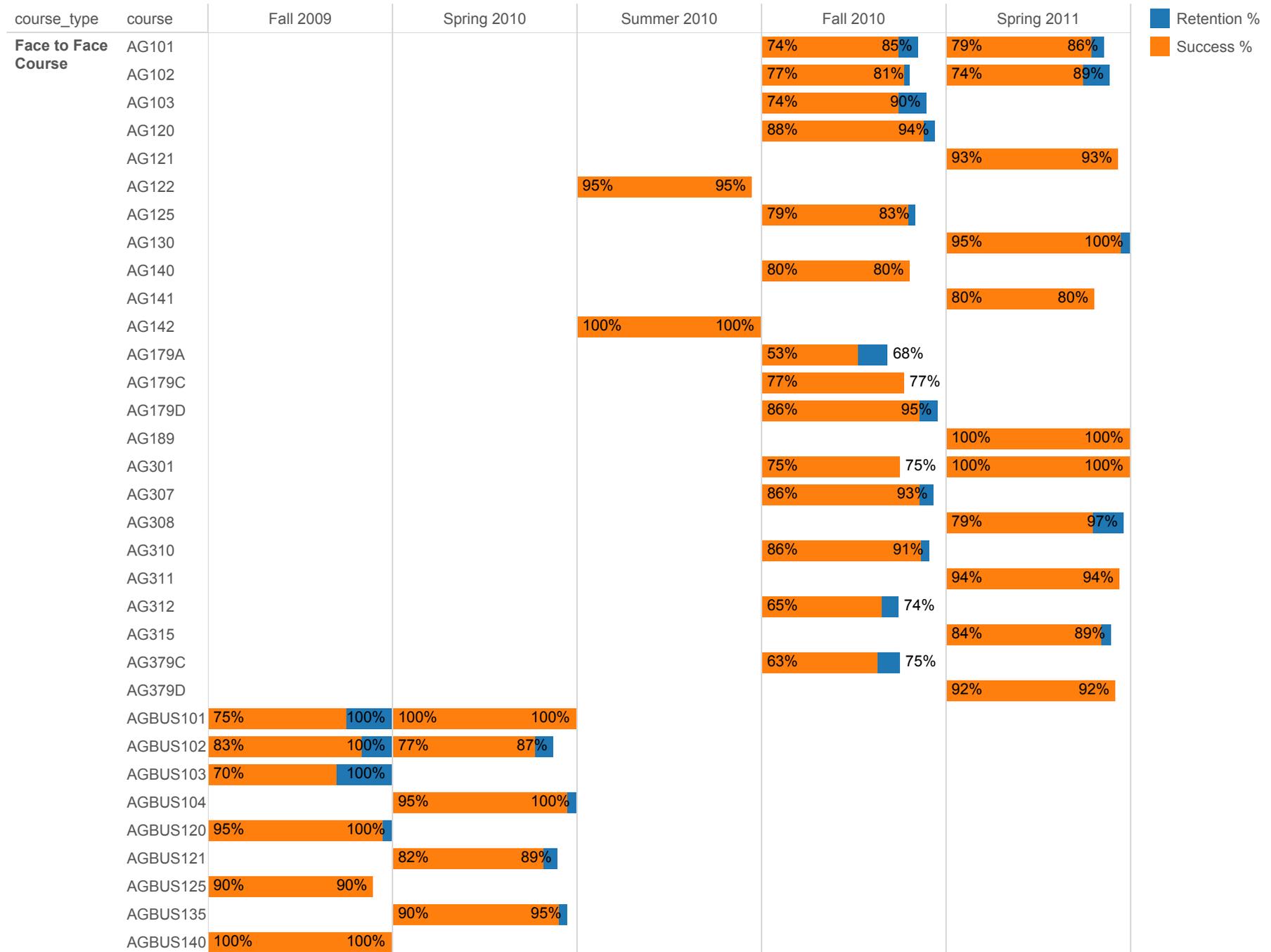
Retention & Success AHC

course_type	Summer 2009			Fall 2009			Spring 2010			Summer 2010			Fall 2010			Spring 2011		
	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES
Face to Face Course	261	7,150	940	1,105	29,834	4,029	1,215	32,313	4,679	348	10,179	1,249	1,172	32,135	4,223	1,178	31,018	3,966
Online Course	1	11	0	9	79	7	23	93	9				6	76	16	62	2,091	196
Grand Total	262	7,161	940	1,114	29,913	4,036	1,238	32,406	4,688	348	10,179	1,249	1,178	32,211	4,239	1,240	33,109	4,162

Retention & Success for all AHC

course_type	Summer 2009		Fall 2009		Spring 2010		Summer 2010		Fall 2010		Spring 2011		Measure Names
Face to Face Course	78%	89%	69%	88%	73%	89%	72%	85%	67%	85%	70%	85%	Retention %
Online Course	55%	73%	57%	75%	81%	86%			75%	84%	54%	78%	Success %
Grand Total	78%	89%	68%	88%	73%	89%	72%	85%	67%	85%	69%	85%	

Retention & Success AG & AGBUS



Retention & Success AG & AGBUS

course_type	course	Fall 2009		Spring 2010		Summer 2010		Fall 2010		Spring 2011	
Face to Face Course	AGBUS141			100%	100%						
	AGBUS179			68%	91%						
	AGBUS189	100%	100%								
	AGBUS199			79%	89%						
	AGBUS301			86%	86%						
	AGBUS302			93%	93%						
	AGBUS308			82%	94%						
	AGBUS310	90%	100%								
	AGBUS311			100%	100%						
	AGBUS314			78%	83%						
	AGBUS379	93%	93%								
	Total		85%	97%	86%	93%	95%	95%	75%	83%	86%
Grand Total		85%	97%	86%	93%	95%	95%	75%	83%	86%	92%

■ Retention %
■ Success %

Retention & Success AHC

course_type	Summer 2011			Fall 2011			Spring 2012			Summer 2012			Fall 2012			Spring 2013		
	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES
Face to Face Course	212	5,351	680	846	23,234	3,291	945	24,321	3,209	195	4,858	605	833	22,653	3,174	890	22,791	3,138
Online Course	102	3,891	391	177	5,985	614	201	6,667	670	98	3,926	396	171	5,906	601	197	6,818	675
Grand Total	314	9,242	1,072	1,023	29,219	3,905	1,146	30,988	3,879	293	8,784	1,001	1,004	28,559	3,775	1,087	29,609	3,813

Retention & Success for all AHC

course_type	Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Measure Names
Face to Face Course	82%	90%	73%	89%	73%	87%	84%	93%	73%	89%	74%	88%	Retention %
Online Course	64%	80%	53%	78%	55%	76%	69%	86%	56%	79%	59%	80%	Success %
Grand Total	74%	86%	69%	87%	69%	85%	77%	90%	70%	87%	70%	86%	

Retention & Success AG & AGBUS

course_type	course	Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013	
Face to Face Course	AG101			73%	92%	78%	78%			70%	85%	79%	91%
	AG102					63%	80%			78%	89%	70%	74%
	AG103			59%	97%					74%	91%		
	AG104					93%	100%						
	AG114											81%	95%
	AG120			92%	92%					100%	100%		
	AG121					76%	76%					78%	83%
	AG122	100%	100%					83%	83%				
	AG125			82%	89%					89%	93%		
	AG135											65%	100%
	AG140			78%	78%					100%	100%		
	AG141					80%	80%					50%	75%
	AG142	100%	100%					100%	100%				
	AG179C			100%	100%					80%	95%		
	AG179D			74%	78%								
	AG189									100%	100%	73%	87%
	AG301											76%	100%
	AG307									48%	68%		
	AG308					61%	83%						
	AG310			85%	90%					93%	93%		
	AG311					93%	93%					86%	86%
	AG314					86%	91%						
	AG315					67%	83%					69%	88%
AG320					68%	79%							
AG379C			58%	79%									
Total		100%	100%	76%	89%	75%	83%	86%	86%	78%	89%	75%	88%
Online Course	AG101			55%	83%	70%	90%			50%	78%	53%	69%
	AG102			66%	83%								
	Total			60%	83%	70%	90%			50%	78%	53%	69%
Grand Total		100%	100%	72%	87%	74%	84%	86%	86%	74%	87%	72%	86%

Retention & Success AHC

course_type	Summer 2013			Fall 2013			Spring 2014			Summer 2014			Fall 2014			Spring 2015		
	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES
Face to Face Course	180	4,413	570	888	22,687	3,245	941	22,716	3,214	200	4,441	564	943	22,904	3,260	984	22,200	3,364
Online Course	105	4,042	409	181	5,925	608	200	6,653	655	106	3,727	380	198	6,249	640	225	6,784	685
Grand Total	285	8,455	978	1,069	28,612	3,852	1,141	29,369	3,868	306	8,168	944	1,141	29,153	3,900	1,209	28,984	4,048

Retention & Success for all AHC

course_type	Summer 2013		Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015		Measure Names
Face to Face Course	85%	93%	74%	89%	74%	87%	85%	93%	73%	88%	75%	87%	Retention %
Online Course	70%	85%	59%	80%	59%	78%	69%	85%	57%	81%	60%	79%	Success %
Grand Total	77%	89%	71%	87%	70%	85%	78%	89%	70%	87%	71%	85%	

Retention & Success AG & AGBUS

course_type	course	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
Face to Face Course	AG101		66% Success 72% Retention	78% Success 96% Retention		63% Success 87% Retention	80% Success 84% Retention
	AG102		81% Success 94% Retention	70% Success 83% Retention		68% Success 87% Retention	82% Success 88% Retention
	AG103		65% Success 88% Retention			77% Success 96% Retention	
	AG104			95% Success 95% Retention			
	AG114						79% Success 93% Retention
	AG120		76% Success 84% Retention			43% Success 79% Retention	
	AG121			68% Success 91% Retention			79% Success 92% Retention
	AG122	88% Success 88% Retention			89% Success 100% Retention		
	AG125		74% Success 90% Retention			94% Success 97% Retention	
	AG130			100% Success 100% Retention			
	AG140					100% Success 100% Retention	
	AG141			100% Success 100% Retention			100% Success 100% Retention
	AG142	100% Success 100% Retention			100% Success 100% Retention		
	AG150		76% Success 95% Retention	67% Success 92% Retention			
	AG152						45% Success 68% Retention
	AG153			67% Success 79% Retention			
	AG156	87% Success 93% Retention			57% Success 86% Retention		94% Success 100% Retention
	AG157					61% Success 83% Retention	
	AG158						71% Success 86% Retention
	AG179C					80% Success 88% Retention	
	AG189		100% Success 100% Retention	85% Success 100% Retention		50% Success 100% Retention	
	AG301			84% Success 95% Retention			84% Success 100% Retention
	AG302			92% Success 100% Retention			100% Success 100% Retention
	AG307					76% Success 88% Retention	
	AG308			47% Success 93% Retention			
	AG310		80% Success 100% Retention			71% Success 92% Retention	
AG311						78% Success 83% Retention	
AG315			62% Success 85% Retention			54% Success 79% Retention	
AG320					60% Success 60% Retention		
AG379E			65% Success 84% Retention				
Total		88% Success 91% Retention	74% Success 88% Retention	75% Success 91% Retention	71% Success 92% Retention	71% Success 87% Retention	77% Success 89% Retention
Online Course	AG101		47% Success 87% Retention	52% Success 71% Retention		58% Success 78% Retention	49% Success 80% Retention
	Total		47% Success 87% Retention	52% Success 71% Retention		58% Success 78% Retention	49% Success 80% Retention
Grand Total		88% Success 91% Retention	69% Success 88% Retention	73% Success 89% Retention	71% Success 92% Retention	69% Success 86% Retention	73% Success 88% Retention

Scheduling Viz Data - Fall 2014 AG

subj_crse_no	CRN	Site Code	FTES/FTEF	FTES	FTEF	Enrollment	Max Enroll	Fill Rate	Day 1 Waitlist	Demand Ratio
AG 101	21644	SM	16.03	3.21	0.20	30.00	28.00	107%	0.00	107%
	22141	ON	19.43	3.89	0.20	40.00	40.00	100%	2.00	105%
AG 102	21645	SM	16.56	3.31	0.20	31.00	28.00	111%	3.00	121%
AG 103	21646	LVC	13.89	2.78	0.20	26.00	30.00	87%	0.00	87%
AG 120	21647	SM		2.40	0.00	14.00	40.00	35%	0.00	35%
AG 125	21648	SM	17.08	6.63	0.39	31.00	28.00	111%	7.00	136%
AG 140	21649	SM	0.53	0.17	0.32	1.00	40.00	3%	0.00	3%
AG 157	22989	SM	9.62	1.92	0.20	18.00	56.00	32%	0.00	32%
AG 179C	22990	SM	9.20	0.62	0.07	25.00	28.00	89%	0.00	89%
AG 189	23550	SM		0.06	0.00	2.00	15.00	13%	0.00	13%
AG 307	22991	SM	9.08	1.82	0.20	17.00	56.00	30%	0.00	30%
AG 310	21650	SM	13.67	2.62	0.19	24.00	28.00	86%	0.00	86%
AG 320	22993	SYV	11.31	1.13	0.10	20.00	36.00	56%	0.00	56%

Scheduling Viz Data - Spring 2015 AG

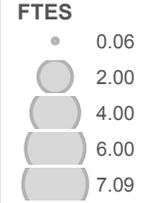
subj_crse_no	CRN	Site Code	FTES/FTEF	FTES	FTEF	Enrollment	Max Enroll	Fill Rate	Day 1 Waitlist	Demand Ratio
AG 101	40005	ON	17.00	3.40	0.20	35.00	40.00	88%	0.00	88%
	40793	SYV	13.36	2.67	0.20	25.00	36.00	69%	0.00	69%
AG 102	40007	SM	17.63	3.53	0.20	33.00	28.00	118%	6.00	139%
AG 114	42083	SM	14.96	2.99	0.20	28.00	28.00	100%	2.00	107%
AG 121	40010	SM	12.83	4.12	0.32	24.00	28.00	86%	0.00	86%
AG 141	40611	SM		0.34	0.00	2.00	28.00	7%	0.00	7%
AG 152	41941	SM	11.75	2.35	0.20	22.00	28.00	79%	0.00	79%
AG 156	42084	SM	8.55	1.71	0.20	16.00	28.00	57%	0.00	57%
AG 158	41891	SM	7.48	1.50	0.20	14.00	28.00	50%	0.00	50%
AG 301	41196	SM	9.86	0.61	0.06	19.00	20.00	95%	3.00	110%
	41328	SM	9.32	0.58	0.06	19.00	20.00	95%	0.00	95%
AG 302	41199	SM	7.05	0.44	0.06	14.00	20.00	70%	0.00	70%
AG 311	41892	SM	8.91	2.04	0.23	18.00	28.00	64%	0.00	64%
AG 315	40696	SM	13.22	5.13	0.39	24.00	28.00	86%	0.00	86%

Scheduling Viz - Fall 2014 AG

Term Code - Desc
Fall 2014



Subject Code
AG



Totals for Selections

FTES/FTEF	13.47
FTES	30.56
FTEF	2.27
Fill Rate	62%
Sections	13
Avg Class Size	21
Day 1 Waitlist	12

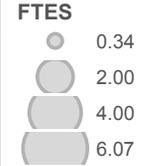
subj_crse_no	CRN	Site Code	FTES/FTEF	FTES	FTEF	Enrollment	Max Enroll	Fill Rate	Day 1 Waitlist	Demand Ratio
AG 101	21644	SM	16.03	3.21	0.20	30.00	28.00	107%	0.00	107%
	22141	ON	19.43	3.89	0.20	40.00	40.00	100%	2.00	105%
AG 102	21645	SM	16.56	3.31	0.20	31.00	28.00	111%	3.00	121%
AG 103	21646	LVC	13.89	2.78	0.20	26.00	30.00	87%	0.00	87%

Scheduling Viz - Spring 2015 AG

Term Code - Desc
Spring 2015



Subject Code
AG



Totals for Selections

FTES/FTEF	12.44
FTES	31.40
FTEF	2.52
Fill Rate	76%
Sections	14
Avg Class Size	21
Day 1 Waitlist	11

subj_crse_no	CRN	Site Code	FTES/FTEF	FTES	FTEF	Enrollment	Max Enroll	Fill Rate	Day 1 Waitlist	Demand Ratio
AG 101	40005	ON	17.00	3.40	0.20	35.00	40.00	88%	0.00	88%
	40793	SYV	13.36	2.67	0.20	25.00	36.00	69%	0.00	69%
AG 102	40007	SM	17.63	3.53	0.20	33.00	28.00	118%	6.00	139%
AG 114	42083	SM	14.96	2.99	0.20	28.00	28.00	100%	2.00	107%

All data provided within was gathered from publically available Tableau Reports. To get more information or investigate the data further you can access Tableau by going to myHancock -> Work Tools/Faculty tab -> Assessment & IRP channel -> Tableau link.

For any further questions you can contact Armando Cortez at Armando.Cortez@hancockcollege.edu.