

## College of Agriculture Assessment Plan

The College of Agriculture is committed to preparing our students to be successful in a complex, ever-changing environment for agriculture, natural resources, and applied life sciences. The key to providing appropriate curriculum and fostering student learning outcomes is to periodically assess our programs and use the results to improve the Cal Poly College of Agriculture experience.

**Learning Outcomes** - We wish to provide programs and a learning environment that results in graduates who possess the following:

*Technical Competency in the respective discipline*

*Effective Communication Skills*

*Awareness of the Impact of Technology on Society*

*Understanding of Ethics and Professional Conduct*

*Strong Interpersonal and Teamwork Skills*

*Leadership/Planning/Decision-making Skills*

*Critical Thinking/Complex Problem-solving Skills*

The outcomes listed above serve as core goals for all of our programs. Each program will work with major constituency groups to develop a set of program learning outcomes that incorporate both these core learning outcomes, and discipline-specific learning outcomes that are appropriate for each program.

**Assessment Tools** - The procedures that will be used to assess all programs in the College include:

Curriculum analysis – Curriculum analysis utilizes a course-by-outcomes matrix to evaluate each course's content and its contribution to achieving the desired learning outcomes.

Constituent assessments – Assessments of learning outcome achievement by important constituency groups such as members of agricultural and related

industries, alumni, and graduating seniors help determine our success in achieving the desired learning outcomes and guide program improvement.

Graduate status reports – Graduate status reports help determine the success of the graduates at securing position in industry or enrollment in graduate programs

Additional assessment tools may be utilized as appropriate to each program.

**Feedback Mechanisms** – Each program’s assessment and continuous improvement process will include the following feedback mechanisms to identify program adjustments to increase learning outcome achievement.

Curriculum improvement – Curriculum committees in each department will evaluate the data collected and implement curricular adjustments (may include revisions of course content, development of new courses, or revisions of requirements or sequencing) to increase learning outcome achievement levels.

Student evaluations - Faculty will utilize the feedback from student evaluations to guide improvements in teaching techniques, learning activities, equipment, and alterations in course content or emphasis to improve each course’s ability to foster the desired outcomes. Faculty will record, summarize, and report their efforts to enhance student learning.

Direct student involvement in funding decisions – The student academic fee increase committees in each department will make recommendations regarding the expenditures of funds to improve the program and enhance student learning experiences.

Each department and/or program may use additional feedback mechanisms appropriate to their discipline.

### **Assessment time line**

Each department will develop the discipline-specific learning outcomes and assessment tools appropriate for each of their programs during the 2002-03 academic year. The first cycle of assessment and utilization of the results to increase learning outcome achievement will be completed during the 2003-04 academic year.