

Student Learning Outcomes	Describe assessment activity done this year for this SLO	Briefly report the results of the assessment activity	Based on results/evidence, what action was taken regarding program improvement?	Based on results / evidence, what action was taken regarding the assessment process?	Describe the plans you have to reassess this goal and/or follow up action needed	
2016-17	Technically competent in agricultural business and able to make sound judgements - Prepare and utilize financial statemetns needed in business decision making.	SLO assessed in fall and spring sections of ABUS 321 (Agribusiness Management). Students were given financial statements and asked to calculate financial ratios and answer basic questions about solvency and liquidity. Given as a pre- and post-test during semester.	16.3% improvement from pre- to post-test assessment. Although the post-assessment score may appear low to some, it has purposely been designed to challenge the student's understanding and should not be interpreted on a typical grading scale.	None	Considering revision of assessment tool. Hesitant to change instrument until further evaluation is completed. Post-test scores reflect a high level of student learning.	SLO will be reassessed during as part of the 5 year planning cycle.
	Technically competent in agricultural business and able to make sound judgements - Apply core marketing principles to the unique structure of the agricultural sector.	SLO assessed in two fall sections of ABUS 311 (Ag Markets and Pricing). Students were given 20 multiple choicie questions on marketing principles. Given as a pre- and post-test during semester.	Students significantly improved undertanding of core marketing principles from the beginning of the semester to the final exam (34%).	None	No planned revisions relating to this SLO.	SLO will be reassessed during as part of the 5 year planning cycle.
2015-16	Recognize consumer responsiveness to changing market conditions Recognize producer responsiveness to changing market conditions	SLOS were assessed the fall and spring in ABUS 301 (embedded)	The quiz questions are designed to force the students to apply the economic concepts they have learned to a hypothetical example. Economic theory predicts a specific behavioral response corresponding to the correct answer. The course alignment matrix states that students should be gaining practice applying the concepts described in the two SLOs. The improvement of 14-17 percentage points suggest that students are learning the material. The questions with no improvement (2 and 5) suggest that the specific questions may be unclear or students already have command of the concept.	None	Consider altering the instrument to clarify questions.	These SLOs will be scheduled again as part of the 5 year cycle

Recognize consumer responsiveness to changing market conditions Recognize producer responsiveness to changing market conditions	Both SLOS were assessed the fall and spring in ABUS 415 a required course in the major. (embedded)	Overall, the average student scores improved from 5.7 to 7.9 on a 15 point scale, with percentage of correct answers increasing from 38 to 52.5. Price analysis stands out as the area where students showed most improvement, followed by statistics and microeconomics. In the price analysis category, the average student score improved substantially from 1.2/5 (24.7% correct) to 3/5 (61% correct). The increase to 61% correct answers is a commendable achievement for price analysis students, considering the rigorous nature of the pre- and post-semester assessment.	Assessment of student performance over two semesters indicates that students enrolling for the ABUS 415 class do not have the required foundation in statistics and microeconomics. While an attempt is made to revise basic statistics and microeconomics concepts in the price analysis class, retention of critical concepts appear to be poor among students. On the other hand, students retain concepts from the price analysis area and are able to improve their expertise using MS-Excel from class exercises. The results are supportive of the general tendency among undergraduates to be less interested in theoretical concepts and to be more focused on applied learning. Further attempt will be made in the price analysis class to integrate statistics and microeconomics concepts with real world examples to improve student understanding of critical concepts.	None.	These SLOs will be scheduled again as part of the 5 year cycle
Be able to apply ecological principles to the management of agricultural systems.	Embedded multiple choice and short answer questions in midterm and final in AGRI 331	The 11% increase in scores between the midterm and final on the multiple choice questions is reassuring. This increase, however, may reflect concerted studying (cramming) just prior to the exam, rather than deep learning.	These results tell me that we should consider introducing important ecological principles earlier in the course and reinforce them during lab exercises.	We need to establish a meaningful cut score for this assessment.	After examining the assessment data, it might be appropriate to revise one or more of the Program Objectives or Student Learning Outcomes.
Demonstrate effective written communication in Agriculture	This analysis looked to see if there were differences in students who were required to take 4 WI courses vs. only 2. Grades were compared in the College wide writing proficiency course (AGRI 482) for each population. It is assumed that students had completed either 1 WI course or three prior to taking the Capstone WP course. Fall 14 to spring classes were analyzed. Three or four sections were taught each semester with enrollments of 24-30 per section.	Mean grades in the capstone course were higher for students taking 2 additional WI course, but not statically significant ($p > .05$)	Add WI courses in the College.	A more refined analysis should be attempted and it would be useful to expand the study to other colleges where a required capstone WP class is used.	None.
2014-15 Students will be capable of communicating clearly and concisely	Assessed in AGRI 482 (Agricultural Issues) by the completion of a variety of writing assignments designed to develop critical thinking and writing skills, as well as an understanding of current issues facing the agricultural industry. Assessment methodology included the percent improvement from original writing assignments to the final iteration assignment, as well as the percentage of students achieving 75% or better on average over the course of the essay assignments.	Results indicate the need to include more opportunities for iterative writing to aid in improving students' abilities to communicate effectively.	The assessment results have led to faculty implementing more opportunities for iterative writing. By the time students get into writing essays on group topics and the individual papers, their writing has improved which is reflected in the percent achieving a minimum score of 75% or better. The current assessment suggests iterative writing can be effective in improving student written communication.	None	SLO will be placed in rotation with others.

<p>Students will demonstrate effective verbal communication in Agriculture</p>	<p>Assessed in AGRI 482 by the completion of digital story assignments - verbal communication assignments that require students to make presentations on topics from behind the lens of a video camera, in lieu of PowerPoint presentations.</p>	<p>Results indicate that incorporation of the verbal communication assignment, a digital story, lends itself to a higher percentage of students achieving 75% or better. Students learn to use current video software and to edit their work. While the move to incorporating a digital story instead of the traditional in-classroom presentation was based on a current trend in digital stories being popular among agricultural agencies, students tend to perform better when working in a less stressful environment.</p>	<p>The assessment has lead to the continued inclusion of digital story assignments, in lieu of PowerPoint presentations, to asses students' verbal communication skills. The reasoning behind moving from a face-to-face presentation to a digital story followed industry practice - more and more agriculturalists are being asked to provide vignettes on what they do and the issues they deal with on a regular basis.</p>	<p>Video projects allow students to edit, refine, and think through the topic without being on the public stage. The oral communication element may need to be re-evaluated for purpose.</p>	<p>SLO will be placed in rotation with others.</p>
<p>Students will demonstrate effective written communication in Agriculture</p>	<p>Assessed in AGRI 482 (Agricultural Issues) by the completion of a variety of writing assignments designed to develop critical thinking and writing skills, as well as an understanding of current issues facing the agricultural industry. Assessment methodology included determining the percentage of students achieving 75% or better on average over the course of the essay assignments.</p>	<p>Results indicate the need to include more opportunities for iterative writing to aid in improving students' abilities to communicate effectively.</p>	<p>The assessment results have led to faculty implementing more opportunities for iterative writing. By the time students get into writing essays on group topics and the individual papers, their writing has improved which is reflected in the percent achieving a minimum score of 75% or better. The current assessment suggests iterative writing can be effective in improving student written communication.</p>	<p>None</p>	<p>SLO will be placed in rotation with others.</p>