

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	Demonstrate the ability to identify the appropriate methodologies to solve analytical problems.	SLO assessed in PSSC 392 (World Food and Fiber). Given two assignments: 1) solving mathematical problems related to exponential population growth, and 2) critical evaluation of relevance and credibility of sources regarding a wide range of topics pertaining to agriculture, population dynamics, food supply, food security, and international trade.	79% proficient in solving mathematical problems relating to exponential population growth. 74% of students scored 70% or higher on assignment - critique of references.	None	Need to evaluate cut score/proficiency for assessment tools.	SLO will be reassessed during as part of the 5 year planning cycle.
	Have an international and domestic perspective of historical and current issues as applied to agriculture.	SLO assessed in PSSC 392 (World Food and Fiber). Given two tasks: 1) critical evaluation of relevance and credibility of sources regarding a wide range of topics pertaining to agriculture, population dynamics, food supply, food security, and international trade, and 2) final exam questions relating to key agricultural issues.	74% of students scored 70% or higher on assignment - critique of references. 62% of students scored 70% or higher on final exam questions.	None	Need to evaluate cut score/proficiency for assessment tools. Consider altering the final exam instrument to clarify questions.	SLO will be reassessed during as part of the 5 year planning cycle.
2015-16	Students will demonstrate knowledge of experimental design and quantitative/analytical methods	Pre-Post embedded assessment in AGRI 490	Results appear similar to previous assessment reports of SLO for AGRI 490. The low score of the pre-test was expected as most undergraduate students are not exposed to experimental design in their academic career. The dramatic increase in test scores of the post-test demonstrated that the majority of the students are effectively absorbing and digesting the information from the lectures and discussions. The few that still cannot achieve the SLO goals are likely due to lack of effort, such as low attendance.	Courses listed as "Introductory and Practice" will be examined to determine if these skills may be strengthened prior to students taking AGRI 490 in both majors	None	Student Learning Outcomes will be evaluated again as part of our five year cycle
	Students will be able to apply ecological principles to the management of agricultural systems	Embedded multiple choice and short answer questions were included in the midterm and final exams 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 reflect the need to consider introducing important ecological principles earlier in the course, and reinforcing these principles during lab exercises.	We determined that we need to establish a meaningful cut score for this assessment	After examining the assessment data, it may 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.
	Technical competency - Demonstrate how plants grow, their parts and functions	Embedded in online tests and in class quizzes in PSSC 101	On average, 70% of provided information in SLO was absorbed by students. All three tools (iClicker questions, online tests and midterm exam) appeared to similarly assess students' knowledge. Continuous monitoring of students throughout the semester via iClicker questions and online tests was associated with students' performance in the midterm.	New teaching techniques will be implemented in the class this semester. Students will be assigned to groups of 10 at the begging of each lecture. Groups will contribute in class discussions and answer pre- and post-lecture questions. The instructor has made these changes to improve the clarity of the course, keep the students active through the lecture and monitor the class progress.	CHLR students need to be dis-aggregated from the course (large GE).	Revisit next year
2014-15	Students will demonstrate effective verbal communication in Agriculture	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.	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.	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.	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.	SLO will be placed in rotation with others.
	Students will demonstrate effective written communication in Agriculture	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.	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.