

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	
<b>2016-17</b>	Technically competent in their chosen field of agriculture and able to make sound judgments - Demonstrate basic principles of animal nutrition.	SLO assessed in fall and spring semesters of ANSC 330 (Animal Nutrition). Embedded exam questions: 1) Outline the three catabolic systems for oxidizing sugars, 2) For animal of choice, describe carbohydrate digestion and absorption, and 3) For animal of choice, describe protein digestion and absorption.	Students tend to have a better comprehension of digestive systems and nutrient absorption (75.4%) compared to nutrient metabolism (68.9%).	None reported.	Need to evaluate cut score/proficiency for assessment tools. Considering altering questions for clarity.	SLO will be reassessed during as part of the 5 year planning cycle.
	Demonstrate ability to identify appropriate methodologies to solve analytical problems.	SLO assessed in fall and spring semesters of ANSC 330 (Animal Nutrition). Activity required students to evaluate various data sets and correctly evaluate the data using basic statistical principles. Students required to evaluate results and draw conclusions from data.	Proficient in ability to evaluate given data sets and draw conclusions based on statistical analyses (100% assignment score).	None reported.	None reported.	SLO will be reassessed during as part of the 5 year planning cycle.
<b>2015-16</b>	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

	Students will demonstrate effective written communication in Agriculture	This analysis sought to determine if there were differences in students who were required to take four WI courses vs. only two. Grades were compared in the College wide writing proficiency course (AGRI 482) for each population. It is assumed that students had completed either one 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 two additional WI courses, but not statistically significant ( $p > .05$ ).	These results reflect the need to add additional WI courses in the College of Agriculture	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
<b>2014-15</b>	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.
	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.

<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>
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