**Program Learning Outcomes (PLOs) for Instruction Programs Phase I**

**Program Outcomes Assessment Report**

**“Program/Degree/Certificate Description or Mission Statement & Identification of Outcome(s)”**

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| **Date:** | **June 22, 2012** |  |  |
| **Name of Degree, Certificate, Program:** | **Agriculture Science (Crop Science)** |  |  |

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| **Contact Person & Others Involved in Process:** | **Lead: Others:**  **Dr. Patrick Pauley Mr. Steve Burch, Mr. David Bradshaw** |

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| **The Agricultural Science major deals with the application of the various**  **principles of the biological and physical sciences in agriculture.**  **The course offerings are fundamental and broad in scope so that students**  **can prepare for transfer or one of the hundreds of opportunities**  **in the Animal Science or Soil Science.** |

**Mission Statement or Description of the Program, Degree or Certificate:**

**Institutional Learning Outcomes Supported: Please check the ILOs that are supported by your program:**

**\_\_X\_\_ILO1** = communication skills; \_\_X\_\_I**LO2** = critical thinking skills; \_\_X\_\_**ILO3** = personal responsibility;

\_\_X\_\_I**LO4** = information literacy; \_\_X\_\_I**LO5** = global awareness

**Program-level Outcomes and ways to assess: (Please choose 1-3)**

**Degree or Certificate Grid needs to also be submitted (blank Grid on final page – see SLO Coordinator for assistance. The SLO Coordinator can make a grid for your specific degree/certificate program – just contact her.**

**Has SLO Grid been completed?­ Yes No Is it Attached? Yes No**

**Please write a couple of sentences describing what information the completed Grid provides. You may want to comment on ILOs which are being covered well or not covered at all, changes to be made to outcomes or assessments, or, if possible, you may want to compare Grid to previous years.:**

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| **The grid provides the extent that each ILO is being addressed in the degree/certificate programs within the study of agriculture at Imperial Valley College.** |

**Please include the outcomes that have been designed for your courses.**

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| **Course Number** | **Outcomes** |
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**Please identify at least one outcome and assessment method, and estimated date for the completion of Section II. Please keep in mind the Comprehensive Program Review Schedule.**

**Instructional Programs (degrees, certificates): You are asked to complete Student Learning Outcomes & Assessments for the two and half years leading up to your Program Review due date, and then Program-level Outcomes can be assessed during your Program Review Fall Semester. Still, even if your Program Review isn’t due this fall, you will want to make a plan to evaluate it with colleagues by your Program Review due date.**

1.Outcome #1: Demonstrate an understanding of fundamental concepts and knowledge related to the selection, propagation and management of various plant commodities produced for food, feed and fiber.

Est. Completion Date: CPR 2012 Way(s) to assess: exams, lab practical, lab exercises, class presentation, and/or homework assignments

2.Outcome #2: Display competency with respect to the use of standard lab, industry equipment and techniques used in production

Est. Completion Date: CPR 2012 Way(s) to assess: exams, lab practical and/or lab exercises

3.Outcome #3: Demonstrate understanding of scientific research and critical thinking skills related to hypothesis development and data interpretation as applied to the decision making process for commercial production.

Est. Completion Date: CPR 2012 Way(s) to assess: exams, reports, presentations and/or assignments

**Once Section I is completed, please send e-copy & mail hard copy to SLO Coordinator. Then at the end of the data collection/assessment period, please analyze data with co-workers and other members of the IVC community, and complete Section II.**

**Program Learning Outcomes (PLOs) for Instruction – Phase II**

**Program Outcomes Assessment Report**

**“Assessment of Program Learning Outcomes”**

**In this section, please re-state each outcome and indicate the method(s) of assessment, provide a summary of the results, and tell how your program will use this information to improve student learning. Each Goal should have at least one Method of Assessment. To encourage collaboration and the sharing of ideas, you are encouraged to share your outcomes, assessment data, and findings with all available members of your department or program. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. The names may differ from those on Section I.**

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| **Date:** | **June 22, 2012** |  |  |

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| **Contact Person/Others Involved in Process:** | **Lead: Dr. Patrick Pauley Others: Mr. Steve Burch** |

**Outcome #1 (please repeat here:**

**Demonstrate an understanding of fundamental concepts and knowledge related to the selection, propagation and management of various plant commodities produced for food, feed and fiber**.

1. **First Method of Assessment:**
   1. How did you assess Outcome #1?

**Students researched and prepared a presentation on alternative potential markets for plant species that are currently known as “weeds”.**

* 1. Provide a summary of results:

**Satisfactory uses of print and electronic resources were demonstrated by all participants.**

* 1. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.

**This assignment will be repeated as the results of its use indicate that students were engaged in the process of not only identifying relational interaction between “crops” but also that the potential exists to integrate species of suspected or known economic harm in one area to a positive end point in an alternative circumstance.**

* 1. What is your Timeline for Program Modifications or Response to Data?

**Ongoing**

1. **Second Method of Assessment**:
   1. How did you assess Outcome #1?

**Students presented their findings to faculty and student peers.**

* 1. Provide a summary of results:

**Student performance was satisfactory in explaining the process of their research and the soundness of their hypothesis.**

* 1. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.

**As the second part to the first evaluative assignment – this process will be repeated as well. These exercises not only serve to facilitate assessment of the above Outcome, they also serve to strengthen several of the Institutional Outcomes.**

* 1. What is your Timeline for Program Modifications or Response to Data?

**Ongoing use of the system.**

1. **Third Method of Assessment**:
   1. How did you assess Outcome #1?

**No third system used.**

* 1. Provide a summary of results:
  2. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
  3. What is your Timeline for Program Modifications or Response to Data?

**Outcome # 2 (please repeat here):**

**Display competency with respect to the use of standard lab, industry equipment and techniques used in production**

1. **First Method of Assessment**:
   1. How did you assess Outcome # 2?

**Faculty observation of student actively conducting machinery operation procedures in controlled system.**

* 1. Provide a summary of results:

**Students observed correct protocol for machine/implement operation and then duplicated the process.**

* 1. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.

**This pedagogical technique has been a mainstay standard of instruction for this type of skill development and remains very effective.**

* 1. What is your Timeline for Program Modifications or Response to Data?

**Continue to use this very effective instructional tool.**

1. **Second Method of Assessment**:
   1. How did you assess Outcome # 2?

**Students previously demonstrating personal proficiency were then required to demonstrate and instruct the skill set to student peers.**

* 1. Provide a summary of results:

**Most students were able to demonstrate the process to peers and then identify and correct as needed to enhance peer skills.**

* 1. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.

**This instructional protocol will continue to be used in the program.**

* 1. What is your Timeline for Program Modifications or Response to Data?

**Ongoing use of observation, demonstration, peer coaching will be used.**

1. **Third Method of Assessment**:
   1. How did you assess Outcome # 2?

**No third system used.**

* 1. Provide a summary of results:
  2. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
  3. What is your Timeline for Program Modifications or Response to Data?

**Outcome # 3 (please repeat here):**

**Demonstrate understanding of scientific research and critical thinking skills related to hypothesis development and data interpretation as applied to the decision making process for commercial production. (Not evaluated at this time).**

1. **First Method of Assessment**:
   1. How did you assess Outcome # 3?
   2. Provide a summary of results:
   3. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
   4. What is your Timeline for Program Modifications or Response to Data?
2. **Second Method of Assessment**:
   1. How did you assess Outcome # 3?
   2. Provide a summary of results:
   3. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
   4. What is your Timeline for Program Modifications or Response to Data?
3. **Third Method of Assessment**:
   1. How did you assess Outcome # 3?
   2. Provide a summary of results:
   3. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
   4. What is your Timeline for Program Modifications or Response to Data?

**Once Section II is completed, please send e-copy & mail hard copy to SLO Coordinator. Thank you very much for taking part in outcomes and assessments.**

**Program Outcomes and Course Alignment Grid for Imperial Valley College**

Program: Completed on:

Prepared by :

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| --- | --- | --- | --- | --- | --- |
| **Course** | **Communication** | **Critical Thinking** | **Personal Responsibility** | **Information Literacy** | **Global Awareness** |
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**\*\*FIVE POINT KEY: Using this key, to receive a 3 or 4 the ILO needs to be measured through the outcome and assessment.**

**4=**This is a STRONG focus of the course. Students are tested on it or must otherwise demonstrate their competence in this area.

**3=**This is a focus of the course that will be assessed.

**2=** This is a focus of the course, but is NOT assessed.

**1=**Thisis briefly introduced in the course, but not assessed.

**0=**This is not an area touched on in the course.

Dear Faculty Members:

Across the top of the grid, on the horizontal axis, you will see the 5 Institutional Learning Outcomes (ILOs)

Located at the end of the form, there is a key to follow when completing this grid. The Key has numbers from 0-4 and an explanation of what each number represents. What we need from you, and your colleagues within each department, is your determination as to the extent each of the courses in your program addresses IVC’s five ISLOs. Please provide an honest answer – we do not need perfection, just an honest reflection of where we are in the process. Please review your SLOs or Cycle Assessment forms and write the number between 0-4 that best corresponds with the ILOs. Each box across from the course number should be filled in. You can fill in the boxes as the classes stand this year for SLOs, knowing that next year we can do it again with the expectation that more outcomes will be identified and assessed next year.

For those courses that you rank a 3 or 4 on one or more ILOs, you are indicating that the courses are taught with the intention of improving your students’ performance on those outcomes. At some point you may be asked by the college to provide assessment data on those outcomes that you rank a 3 or 4. Completing this grid can demonstrate we are doing just that or it can highlight ILOs that are being missed so we can improve.

Thank you very much for your assistance,

SLO Coordinator