**SLO Cycle Assessment Form**

**Please type on this form. Do not submit handwritten forms.**

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| **Course:** **AG130** | **Semester data collected:** Fall 20012 | **Date this form was completed:** 12/14/12 |
| **# of sections offered:**One | **# of sections assessed:**One | **Data Collected from: (Check all that apply)**FT Faculty \_\_X\_\_\_ PT Faculty \_\_\_\_\_\_Day \_\_\_\_\_\_ Evening \_\_\_\_\_ Hybrid/Online\_\_\_\_\_ Weekend\_\_\_\_\_\_ |
| **1. People involved in summarizing & evaluating data (minimum of two)** | Dr. Patrick PauleyMr. Steve Burch |
| **2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.**  | 1. Analyze economic trends as they apply to US and world production. (ILO2, ILO3, ILO4, & ILO5)
2. Develop production plan alternatives & communicate rationale. (ILO1 & ILO2)
3. Identify interrelationships of local, national & world influences on agriculture production. (ILO2)
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| **3. Data results**Briefly summarize the data. (Please see instructions). | Students were assigned the task of selecting a commodity commonly produced in the US and abroad. Students then researched the most recent production statistics for the commodity that they selected and further researched influential factors that impacted production and distribution. Lastly a presentation was made to complete the assessment regarding SLO #2 in that students demonstrated their ability to communicate their understanding of the data that they collected.All of the students that participated in the exercise demonstrated competence at or above the 80th percentile.  |
| **4a. Course/Program Improvements****Please describe what change(s) you plan to implement based on the above results****4b**. **Will this include a change to the curriculum (i.e., course outline)?** Yes No  | Although the results were satisfactory, it was decided that the exercise should be assigned later in the semester for future class offerings. The rationale is that a later assignment will afford the students additional examples during lecture and class discussions that will enhance their skill set. |
| **5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?**For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.**IVC’s 5 ILOs:** **ILO1 = Communication Skills** **ILO2 = Critical Thinking Skills** **ILO3 = Personal Responsibility** **ILO4 = Information Literacy****ILO5 = Global Awareness** | These SLOs taken as a set require students to develop or further enhance existing skill sets that are directly related to all of the ILOs. Communication skills are required to both write and verbally convey the researched information.Critical thinking is required to identify and develop evaluation of data relationships.Personal responsibility is required to complete assignments.Information literacy is required to identify appropriate sources and then to understand and apply the information identified.When investigating and reporting on the agriculture production in the current world market it is impossible to avoid international trade which is to be aware of global interactions.  |
| **6. Next Steps****Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?** **If so, how?** | The process demonstrated that it was effective. The only alteration will be the timing of the assessment. |
| **7. After Thoughts****Feel free to celebrate, vent, or otherwise discuss the process** |  |

For instructions on how to fill out this form, click here:

[SLO Cycle Assessment Form Guidelines](http://www.imperial.edu/ivc/files/student_learning_outcomes/Forms/DRAFT%20SLO%20Cycle%20Assessment%20Form%20Guidelines.docx)

Or visit the IVC SLO Website: http://www.imperial.edu/faculty-and-staff/campus-committees/student-learning-outcomes/slo-forms-and-handouts/