**SLO Cycle Assessment Form**

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

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| **Course:** **AG160** | **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. Identify and discuss disproportion of food/feed/fiber production relative to human population growth centers (ILO1, ILO2, ILO3, ILO4, and ILO5).
2. Identify and discuss technical and biological advancements in the production of food/feed/fiber commodities (ILO1, ILO2, ILO3, and ILO4).
3. Identify alternative products/crops/commodities that may augment or replace existing crops to provide for human need (ILO1, ILO2, ILO3, ILO4, and ILO5).
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| **3. Data results**Briefly summarize the data. (Please see instructions). | Students were assigned the task of selecting two regions, one with high population density and one with low population density. Research was conducted to identify data that explained relative supply verses demand, technical advances that increase supply and alternative commodities. A paper was then submitted 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 85th 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 prepare and write a paper conveying the researched information.Critical thinking is required to evaluate data related to soil and climate production capabilities as well as regional demand.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 compared to the demand it is likely that international populations will be considered.  |
| **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/