

SLO/Academic Assessment Plan Revision Form

Check one:

- Certificate Academic Assessment Plan
- Undergraduate Academic Assessment Plan
- Graduate Academic Assessment Plan
- Professional Academic Assessment Plan
- Academic Learning Compact (ALC)
- Student Learning Outcomes (SLO)

Major:

College:

Effective term and year revisions will take place: Term: Spring

Year: 2015

Revisions requested (check all that apply)

Academic Assessment Plans

ALCs

SLOs

- | | | |
|--|--|--|
| <input type="checkbox"/> Rationale | <input type="checkbox"/> Description of major | <input checked="" type="checkbox"/> SLO |
| <input type="checkbox"/> Mission Alignment | <input type="checkbox"/> Graduation Requirements | <input type="checkbox"/> Assessment Measures |
| <input type="checkbox"/> Curriculum Map | | |
| <input checked="" type="checkbox"/> Assessment Timeline | | |
| <input checked="" type="checkbox"/> Assessment Cycle | | |
| <input checked="" type="checkbox"/> Methods and Procedures | | |
| <input checked="" type="checkbox"/> Assessment Oversight | | |
| <input type="checkbox"/> Research | | |
| <input type="checkbox"/> Measurement Tools | | |

Briefly describe the revision(s) including the revised language and provide the rationale/justification for the revision. Templates are available for the curriculum map, assessment timeline, and assessment cycle on the [Institutional Assessment website](#). Please see attached AFH_AAP

If revising an **Academic Assessment Plan**, please enter the changes in Compliance Assist and indicate these changes by selecting the appropriate boxes above. Once we receive this approval form, Institutional Assessment will pull your revised plan from Compliance Assist.

If revising an **Academic Learning Compact (ALC)**, please attach both the current ALC and the new revised version.

If revising one or more **Student Learning Outcomes (SLOs)**, please complete the following for each SLO:

1. What types of assessments are or will be used?

- Course-related Exam Capstone
- Final Paper/Project/Presentation Course Grades
- Course Assessments/Assignments Standardized Exam
- Other – please describe here Reflective self-assessment

2. What assessment methods will be used?

- Rubric
- Exam
- Other – please describe here Course instructors will score two in-class assessments (a final paper and final exam) with a separate standardized rubric that aligns with the SLOs for the certificate.

3. Who applies the method?

- Faculty Committee
- Single Faculty Member

4. Describe the individual student assessments and the assessment method that will be used to measure each SLO.

Please see attached AFH_AAP

Department Contact

Name:

Telephone Number:

E-mail Address:

PO Box:

College Contact

Name:

Telephone Number:

E-mail Address:

PO Box:

School of Forest Resources & Conservation

Aquaculture & Fish Health Graduate Certificate

Mission Alignment

The SFRC is part of the University of Florida's Institute of Food and Agricultural Sciences with four missions: undergraduate education, graduate education, research and extension. Our programs provide: (1) a rich personal educational experience for students; (2) new discoveries and applications that enrich lives, communities and natural resources; and (3) lifelong learning opportunities for professionals, policy makers, landowners, youth and the general public. The Graduate Certificate in Aquaculture & Fish Health aims to provide background and education to students and working professionals on aquaculture and health of captive aquatic species as well as health issues in wild aquatic species. This program directly supports and enhances our mission through providing education to individuals who might otherwise be unable to attend the University of Florida.

Student Learning Outcomes

At the conclusion of the Certificate program courses, students will be able to:

- 1) Articulate and explain theoretical and technical knowledge of aquaculture and fish health issues.
- 2) Identify aquaculture/captive aquatic species and identify or differentiate appropriate production/husbandry systems.
- 3) Identify and describe regulatory and environmental issues of aquaculture and aquatic animal health.
- 4) Identify and describe proper response to disease outbreak/mortalities of aquatic organisms.

Assessment Timeline

Direct assessment of the Student Learning Outcomes is conducted in the two required courses for the Aquaculture & Fish Health Graduate Certificate. Because students are permitted to begin the program in any semester, the assessment timeline is based on semesters.

SLO	Semester Assessed	Assignment
1	Spring	FAS6932 (Review Paper)
	Summer C	FAS5255C (Final Exam, Part 3)
2	Spring	FAS6932 (Review Paper)
	Summer C	FAS5255C (Final Exam, Part2)

3	Spring	FAS6932 (Review Paper)
	Summer C	FAS5255C (Final Exam, Part 2)
4	Spring	FAS6932 (Review Paper)
	Summer C	FAS5255C (Final Exam, Part 3)

Indirect assessment as described below will be conducted during the final term of the student's pursuit of the Graduate Certificate.

Assessment Cycle

Student Learning Outcomes are assessed for students in the program during every offering of FAS6932 Introduction to Aquaculture (Spring) and FAS5255C Diseases of Warm Water Fishes (Summer C), both offered annually.

Assessment:	Direct assessments in April & August Indirect assessment varies by student (final term)
Analysis and Interpretation:	January-February
Improvement Plans:	February
Reporting:	September

Methods & Procedures

Student Learning Outcomes are assessed using a Review Paper in FAS6932 Introduction to Aquaculture and components of the Final Exam in FAS5255C Diseases of Warm Water Fishes.

Assignment descriptions:

FAS6932 Intro to Aquaculture, Review Paper or Voicethread Presentation

Students will complete either a review paper or Voicethread presentation on a pre-approved aquaculture topic. The review paper or Voicethread presentation should cover all of the following: species, stages of culture, specific culture methods for each stage, system requirements, potential commercial application, current or potential markets, and proper disease outbreak/mortality response. All four SLOs will be assessed within this assignment.

FAS5255C Diseases of Warm Water Fishes, Final Exam

Students will complete a comprehensive Final Exam in three parts. Part 1 is a multiple choice exam. Part 2 is a short-answer exam that assesses SLOs 2 and 3. Part 3 is an image identification exam that assesses SLOs 1 and 4.

Submissions for these assignments will be scored for SLO assessment purposes, in addition to separate course grading evaluation, using the following rubric:

Outcome	Criteria	2 Points	1 Point	0 Points
1	Articulates and describes theoretical and technical knowledge of aquaculture and fish health issues.	Substantive and factual information is used throughout the submission.	Relevant content may include non-related ideas.	Content is not relevant to aquaculture or fish health issues.

2	Identifies appropriate species and production or husbandry method.	Relevant evidence from literature references supports conclusions. Describes species profile and production method in detail.	Includes only one primary source with minimal citations. Species and/or production method inadequately described.	No reference made to current research literature. Production method or species not described.
3	Identify and describe regulatory and environmental issues of aquaculture and aquatic animal health.	Addresses relevant and applicable regulatory and environmental concerns with respect to the species and/or production method.	Minimal description and/or addresses one, but not both, environmental or regulatory issues.	Issues are not described or not included.
4	Identify and describe proper response to disease outbreak/mortalities of aquatic organisms.	Describes specific disease/mortality health issues (diagnosis and response) for the chosen species.	Description of health issues incomplete; lacks diagnosis or response.	No discussion of relevant disease/mortality is included.

In addition to these direct assessments, students will be given a self-reflective survey to indirectly assess their perceptions of learning and confidence relative to intended outcomes. This assessment is triggered by the individual application to receive the Graduate Certificate at the end of the program. The surveys will be administered through Qualtrics with the option of anonymity and collected by Sandra Houser.

Data obtained through both direct and indirect assessments will be compiled and reviewed by the online programs office, Distance Education Committee, and Graduate Programs Committee in the School of Forest Resources & Conservation. Weaknesses identified and/or changes needed will be implemented directly and promptly via these groups.

Assessment Oversight

Name	Departmental Affiliation	Email	Phone
Rhiannon Pollard, Manager, Online Programs	SFRC	rhiannon-pollard@ufl.edu	273.0184
Sandra Houser, Program Assistant	SFRC	shouser@ufl.edu	846.0146