

**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: Food and Resource Economics

College: Agriculture and Life Sciences

Effective term and year revisions will take place: Term: Fall Year: 2015

Revisions requested (check all that apply)

**Academic Assessment Plans**

**ALCs**

**SLOs**

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

Dropped minimum GPA in “core” courses as tool to measure content knowledge per instructions. Updated our department chair information in the list of contacts for oversight.

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: SLO #1: Content Knowledge (no new, only deleted one)

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

- |   |  |
|---|--|
| <input type="checkbox"/> Course-related Exam              | <input type="checkbox"/> Capstone          |
| <input type="checkbox"/> Final Paper/Project/Presentation | <input type="checkbox"/> Course Grades     |
| <input type="checkbox"/> Course Assessments/Assignments   | <input type="checkbox"/> Standardized Exam |
| <input type="checkbox"/> Other – please describe here     |  |

2. What assessment methods will be used?

- Rubric
- Exam
- Other – please describe here

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.

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University of Florida

Academic Affairs

Academic Colleges

College of Agricultural & Life Sciences

Food & Resource Economics

Food & Resource Economics (PhD)

**PhD in Food and Resource Economics Mission**

Through a distinctive tradition of core-discipline excellence, interdisciplinary collaborations and productive partnerships, the Food and Resource Economics Department (FRED) teaches students to think critically, objectively and creatively and to be lifelong learners, engaged leaders and productive citizens; pursues research to advance knowledge and to address state, national and global challenges; and engages and educates the public.

The Food and Resource Economics Department supports the missions of the college and university to serve the nation's and state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce through graduate education and to expand our understanding of the natural world, the intellect and the senses through graduate student research.

**Responsible Roles:**

**Program:** Food & Resource Economics (PhD)

**Progress:** Ongoing

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**2014-15 PG 1: SLO Satisfaction**

Summarize the number and share of students that satisfy each SLO. Note any improvements from 2013-14.

**Evaluation Method**

**Responsible Role:** Associate Dean (Brendemuhl, Joel)

**Progress:** Ongoing

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**2014-15 PG 2: Enumerate PhD Students on Funding**

Summarize the number and share of Ph.D. students on funding by source. Ascertain, to the extent possible, the share of students that are "fully funded" and the shares by internal vs. external funding. Note any improvements from 2013-14.

**Evaluation Method**

**Responsible Role:** Associate Dean (Brendemuhl, Joel)

**Progress:** Ongoing

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**2014-15 PG 3: Graduate Student Presentations outside of the Department**

Summarize the number and share of graduate students giving presentations outside of the department; summarize by type of audience. Note any improvements from 2013-14; cross check numbers with those from faculty supervisors.

**Evaluation Method**

**Responsible Role:** Associate Dean (Brendemuhl, Joel)

**Progress:** Ongoing

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**2014-15 PG 4: Student Post-graduation Employment Status**

Summarize the post-graduation employment status and type of employing agency of students graduating Fall 2014 through Summer 2015. Note any improvements from 2013-14.

**Evaluation Method**

**Responsible Role:** Associate Dean (Brendemuhl, Joel)

**Progress:** Ongoing

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**2014-15 SLO 1: Knowledge**

Explain relevant economic principles and apply economic theory to address problems relevant to agriculture and natural resources

**SLO Area (select one):** Knowledge (Grad)

**Responsible Role:** Dean (Turner, R)

**Progress:** Ongoing

**Assessment Method**

- (1) Minimum GPA in core economic classes.
  - (2) Pass comprehensive exam over core classes.
  - (3) Pass comprehensive exam over primary field courses.
- 

**2014-15 SLO 2: Skills**

Identify relevant economic problem, propose and complete an original research project, and present results to appropriate audiences (including off campus).

**SLO Area (select one):** Skills (Grad)

**Responsible Role:** Dean (Turner, R)

**Progress:** Ongoing

**Assessment Method**

- (1) Successful presentation of research in Workshop II.
  - (2) Successful presentation and defense of proposal.
  - (3) Successful presentation and defense of dissertation.
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**2014-15 SLO 3: Professional Behavior**

Display honesty and integrity in research and professional activities.

**SLO Area (select one):** Professional Behavior (Grad)

**Responsible Role:** Dean (Turner, R)

**Progress:** Ongoing

**Assessment Method**

- (1) Attends UF Student Services Honesty and Ethics training.
  - (2) Adheres to the University of Florida's Honor Code.
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**PhD in Food and Resource Economics AAP Detail**

**Start:** 7/1/2014

**End:** 6/30/2015

**Progress:** Ongoing

**Providing Department:** Food & Resource Economics (PhD)

**Responsible Roles:** Dean (Turner, R)

**Research (Graduate and Professional AAPs only)**

Prior to the start of formal classes, doctoral students are required to attend a two-week intensive math class with new students in the Economics and Finance PhD. programs.

During new student orientation in the department, students are required to visit with at least three Graduate Faculty to share research background and interests, and seek advice on potential funding opportunities. Students are encouraged to identify their supervisory committee chair as quickly as possible (but no later than at the end of their second semester of classes), and begin to work with these faculties as research mentors.

Students in the Ph.D. program are expected to conduct an original research project, the results of which contribute to the discipline's knowledge, and communicate those results to appropriate audiences including: (1) presentation of research paper(s) on campus, (2) presentation of research paper(s) to off-campus audiences (e.g., industry workshops, professional meetings, etc.), and, ideally, (3) publish at least one research article in a peer-reviewed journal.

Students prepare for their research project by completing core classes in Food and Resource Economics and courses in two elective field areas (e.g., agribusiness, international development, natural resource and environmental economics). In all AEB courses, students are exposed to current peer-reviewed literature and applied applications of economics to agricultural and natural resources issues. Students take exams over both the core material and their electives and must pass both to continue in the program. In addition, students take two research workshops, one at the end of their first year and one at the end of their second year; during the latter class, students give their first formal research seminar.

Finally, to facilitate and encourage presentation of research results at professional conferences, students are eligible for a portion of travel expenses to be paid by the department when the student is an author and presenter. Students are encouraged to augment these internal funds with matching support from the college and university.

**Assessment Timeline (Graduate and Professional AAPs only)**

Ph.D. in Food and Resource Economics

College of Agricultural and Life Sciences

Assessment:	GPA in core courses	Exams (core and field)	Presentations (workshop, proposal, defense)	Honesty and ethics training	Honor code
SLOs					
Knowledge					
#1	X	X			
Skills					
#2			X		
Professional Behavior					
#3				X	X

**Curriculum Map (UG AAPs only)**

**Assessment Cycle (All AAPs)**

Assessment Cycle for:

PhD, Food and Resource Economics

College of Agricultural and Life Sciences

Analysis and Interpretation:

August 31

Program Modifications:

Completed by October 15

Dissemination:

Completed by December 15

Year:	2012-13	2013-14	2014-15	2016-17
SLOs				
Knowledge				
#1	X	X	X	X
Skills				
#2	X	X	X	X
Professional Behavior				
#3	X	X	X	X

**Methods and Procedures (UG and Certificate AAPs)**

**SLO Assessment Rubric (All AAPs)**

## Appendix A: Ph.D. Checklist

Name: \_\_\_\_\_

UFID: \_\_\_\_\_

First Term/Year: \_\_\_\_\_

Final Term/Year: \_\_\_\_\_

Funding:  Yes  No  State  Grant \$ \_\_\_\_\_

Comments:

**Year 1**

1<sup>st</sup> Semester Math Camp \_\_\_\_\_

Fall FRED Orientation \_\_\_\_\_

Bio for website \_\_\_\_\_

Assistantship Hire \_\_\_\_\_

Signed LOA \_\_\_\_\_

Performance Evaluation \_\_\_\_\_

Student completed UF Student Services Honesty/Ethics Training that will help them to understand and display Professional Behavior during their graduate program (SLO #3):

Achieved: Yes No

2<sup>nd</sup> Semester Signed LOA \_\_\_\_\_

Spring Transfer of Credit from MS \_\_\_\_\_

Performance Evaluation \_\_\_\_\_

3<sup>rd</sup> Semester Signed LOA \_\_\_\_\_

Summer Supervisory committee \_\_\_\_\_

Program of Study Complete \_\_\_\_\_

Chosen Fields (2) \_\_\_\_\_

\_\_\_\_\_

Core Complete (includes AEB 6921) \_\_\_\_\_

Core Exam #1 (SLO #2) \_\_\_\_\_

Core Exam #2 (SLO #2) \_\_\_\_\_

Performance Evaluation \_\_\_\_\_

Comments regarding professional behavior during year 1 (SLO #3):

<b>Year 2</b>	1 <sup>st</sup> Semester	Signed LOA	_____
	Fall	Performance Evaluation	_____
	2 <sup>nd</sup> Semester	Signed LOA	_____
	Spring	Performance Evaluation	_____
	3 <sup>rd</sup> Semester	Signed LOA	_____
	Summer	Workshop II Presentation (AEB6934)	_____
		Performance Evaluation	_____

Comments regarding professional behavior during year 2 (SLO #3):

<b>Year 3</b>	1 <sup>st</sup> Semester	Signed LOA	_____
	Fall	Performance Evaluation	_____
	2 <sup>nd</sup> Semester	Signed LOA	_____
	Spring	Performance Evaluation	_____
	3 <sup>rd</sup> Semester	Signed LOA	_____
	Summer	Proposal Seminar (SLO #2)	_____
		Admission to Candidacy	_____
		Field Exam(s) (SLO #2)	_____
		Performance Evaluation	_____

Comments regarding professional behavior during year 3 (SLO #3):

<b>Year 4</b>	1 <sup>st</sup> Semester	Signed LOA	_____
	Fall	Performance Evaluation	_____
	2 <sup>nd</sup> Semester	Signed LOA	_____
	Spring	Performance Evaluation	_____
	3 <sup>rd</sup> Semester	Signed LOA	_____
	Summer	Degree Application	_____
		Graduation Check	_____
		Defense (SLO #2)	_____
		Submit Defense/Pub Agreement	_____
		First Submission ETD	_____



Final Submission ETD \_\_\_\_\_  
ETD Signature Page \_\_\_\_\_  
Exit Survey \_\_\_\_\_  
Performance Evaluation \_\_\_\_\_  
Assistantship Termination \_\_\_\_\_

Comments regarding professional behavior during year 4 (SLO #3):

Comments:

<b>Core Courses</b>	<b>Grade (SLO #1)</b>
AEB 7571	_____
ECO 7115	_____
ECO 7408	_____
AEB 7108	_____
AEB 7240	_____
AEB 7572	_____
AEB 6933	_____

List of additional presentations:

## Appendix B: Evaluation Criteria for Presentations in Workshop II

<b>Presenter:</b>  Topic:	<b>Scale</b>  <b>(0 – 10)</b>
<b>RESEARCH</b>	<b>(10 = best)</b>
<b>Problem Statement</b> How well did the presenter outline the research problem they are examining. Was it clear to you? Did they explain why it is relevant and what are the implications of their research?	
<b>Objectives</b> Did the presenter clearly describe the goals of their research? Do you understand what they hope to achieve with this project? Are their objectives testable?	
<b>Use of Economic Theory</b> Did the presenter clearly outline the economic theory behind their research (i.e., utility maximization, calculation of consumer demand, etc.,)? Did they apply the right theory to the problem?	
<b>Model</b> Did the presenter provide a model that allowed them to test their objectives? Was the model accurate? Clear?	
<b>Data</b> Did the presenter provide information on their data (or the data they plan to gather)? Did they explain how it is used in their model? Is their data right for their research problem and model?	
<b>Results/Expected Results</b> Did the presenter provide clear results (or expected results) for their analysis? Did they explain why the results/expected results did, or did not, conform with economic expectations?	
<b>Conclusion</b> Did the presenter outline what the results/expected results imply for the research problem and research objectives? Was the conclusion complete, in that it tied the entire presentation together?	
<b>PRESENTATION</b>	
<b>Slides</b> Were the slides legible (font was large enough, not too much information on a slide, colors on graphics were ok)? Were the slides ordered correctly? Overall, did the slides seem professionally prepared to you?	
<b>Delivery</b> Were you able to understand the speaker? Did they speak loud enough? Did they have a thorough grasp of the material they were presenting?	
<b>Time Management</b> Was the presenter able to cover all of their material in the time allotted? Did they spend too much, or too little, time on some parts of their research?	
<b>Q&amp;A</b> Was the presenter able to adequately answer all questions related to their topic? Did they seem receptive to suggestions on their research?	

### Measurement Tools (Graduate and Professional AAPs Only)

SLO #1 is assessed using the “Ph.D. Checklist” in Appendix A. The graduate coordinators office maintains the checklist and will identify (during May) students that do not have a 3.0 in the six core courses, which include: AEB 7571 Econometric Methods I, ECO 7115 Microeconomic Theory I, ECO 7408 Math Methods of Applied Economics, ECO 7404 Game Theory for Economists, AEB 7108 Microeconomic Theory II, AEB 7240 Macroeconomic Theory II, AEB 7572 Econometric Methods II and AEB 6933 Advanced Econometrics. The grades of these core classes are summarized on the Checklist and are reflective of knowledge as follows: C=improvement needed, B=satisfactory skills achieved and A=superior skill achievement. An overall skill level of B, measured by cumulative GPA in the core classes, is required to indicate a sufficient level of knowledge. Any student failing to achieve either standard is counseled by the graduate coordinator to discuss options, such as re-taking the course. At the completion of the core and achievement of satisfactory skills, students take the core exam, which is developed and graded by instructors in the core courses and is administered early during Summer C. Each student meets with the chair,

associate chair and the core exam chair to discuss performance on the exam. If performance on the second attempt at the core exam (administered late during Summer C) remains below performance expectations, this group that informs the student of dismissal from the program. Successful completion of the field exam(s) is determined collectively by the students' graduate committee and recorded on the Checklist.

SLO #2 is assessed by the student's graduate committee with feedback from department members present during the proposal and defense; students that "pass" the proposal and defense are deemed to have the described research skills. In addition, students give a formal seminar (with guidelines that match a job interview seminar) in the Workshop II and are evaluated with a detailed rubric (Appendix B). Average scores for the presentation are recorded on the Checklist. Ph.D. students are also expected to attend all departmental seminars to glean and enhance their professional skills.

SLO #3 is assessed by (a) required attendance at a UF Student Services Honesty and Ethics training offered during FRED graduate student orientation and recorded on the student checklist, and (b) noting whether any comments were recorded on the Checklist (e.g., violations of the UF Honor Code had been reported to the Dean of Students Office). In summary, the Checklist will contain any notations regarding observations of adverse professional behavior and any concerns that arise on an annual basis.

#### Assessment Oversight (All AAPs)

Name	Department Affiliation	Email Address	Phone Number
Sherry Larkin, Graduate Coordinator	Food and Resource Economics	<a href="mailto:slarkin@ufl.edu">slarkin@ufl.edu</a>	352-294- 7676
Rod Clouser, Chair	Food and Resource Economics	<a href="mailto:rclouser@ufl.edu">rclouser@ufl.edu</a>	352-294- 7623
Jim Seale	Food and Resource Economics	<a href="mailto:jseale@ufl.edu">jseale@ufl.edu</a>	352-256- 5917
Gulcan Onel	Food and Resource Economics	<a href="mailto:gulcan.onel@ufl.edu">gulcan.onel@ufl.edu</a>	352-294- 7657
Diego Valderrama	Food and Resource Economics	<a href="mailto:dvalderrama@ufl.edu">dvalderrama@ufl.edu</a>	352-294- 7678
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Academic Assessment Plan Entry Complete: