

2012-2013 Undergraduate Academic Assessment Plan

Horticultural Science

College of Agricultural and
Life Sciences

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Mission Statement

The Horticultural Sciences Department is the core academic unit that fulfills the UF/IFAS land-grant mission in the areas of fruits and vegetables. The department maintains statewide responsibilities for teaching (undergraduate and graduate education), Cooperative Extension, and research programs. The mission of the Horticultural Sciences Department is to develop fundamental knowledge and skills that ultimately lead to sustainable fruit and vegetable production and the enhancement of quality of life, and to provide the knowledge and skills that lead to rewarding employment, good citizenship, and life-long learning. The size and diversity of the fruit and vegetable industry and their world-wide importance in human nutrition and economic development justify the utilization of resources to accomplish this mission. The department's mission aligns with the mission of UF to offer inclusive public education, cutting-edge research, and service to the state and nation, and to the more specific IFAS mission to develop and disseminate knowledge in agricultural, human, and natural resources. Further, our teaching mission aligns with the mission of the College of Agricultural and Life Sciences - which administers the degree programs in IFAS – to provide students with a quality education that results in knowledge, gainful employment, productive citizenship, and life-long learning in food, agriculture, and natural resources. To this end, Horticultural Sciences faculty members located both on-campus and at statewide Research & Education Centers serve the complex needs of the citizens of Florida and the nation in research and education as it relates to the sustainability of the fruit and vegetable industries.

Student Learning Outcomes (SLOs)

Existing SLOs in the 2012-13 undergraduate catalog:

1. Illustrate and describe basic plant physiology and plant genetics.
2. Describe techniques, systems, soils and nutrition required for successful production of fruits and vegetables.
3. Identify plant diseases, insect damage and weed species that can threaten the livelihood of horticultural crops.
4. Describe how plant physiology and plant genetics relate to plant growth and development, and integrate structure and function of the whole plant.
5. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Revised SLOs for 2013-14 undergraduate catalog:

Content

1. Describe fundamental concepts, skills, and processes in horticultural science.
2. Apply fundamental concepts, skills, and processes in horticultural science.

Critical Thinking

1. Critically analyze and interpret data in horticultural science.
2. Solve problems in horticultural science.

Communication

1. Communicate effectively in written form in a manner appropriate in the field of horticultural science.
2. Communicate effectively orally in a manner appropriate in the field of horticultural science.

New/Revised SLOs, 2013-14*	Link to 2012-13* SLOs
Content	
Describe fundamental concepts, skills, and processes in horticultural sciences	Illustrate and describe basic plant physiology and plant genetics.
Apply fundamental concepts, skills, and processes in horticultural science.	Describe techniques, systems, soils and nutrition required for successful production of fruits and vegetables.
	Identify plant diseases, insect damage and weed species that can threaten the livelihood of horticultural crops.
Critical Thinking	
Critically analyze and interpret data in horticultural science.	Describe how plant physiology and plant genetics relate to plant growth and development, and integrate structure and function of the whole plant.
Solve problems in horticultural science.	
Communication	
Communicate effectively in written form in a manner appropriate in the field of horticultural science.	Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.
Communicate effectively orally in a manner appropriate in the field of horticultural science.	

*undergraduate catalog date

Curriculum Map

Curriculum Map for:

Horticultural Science

College of Agricultural and Life Sciences

Key: **I**ntroduced

Reinforced

Assessed

Courses SLOs	AEC 3033C	AEC 3030C	HOS 4933	AGR 3303	HOS 3020	HOS 3430C	HOS 4341	HOS 4304
Content Knowledge								
#1				I	I,R A = Homework Assignments and Class Project	I, R	R	R
#2				I	I	I, R	R	A = Comprehensive Final Exam
Critical Thinking								
#3					I	R	R	A = Essay Questions on Final Exam
#4					I	R	R	A = Homework Assignments and Essay Questions on Final Exams
Communication								
#5	I, R A = Course Grade		R					
#6		I, R A = Course Grade	R					

Assessment Cycle

All SLOs will be assessed annually.

Assessment Cycle Chart

Assessment Cycle for:

Horticultural Science

College of Agricultural and Life Sciences

Analysis and Interpretation:

February – June of each year

Improvement Actions:

Completed by August 15 of each year

Dissemination:

Completed by September 15 of each year

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X
Critical Thinking							
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X
Communication							
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X

Methods and Procedures

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Describe fundamental concepts, skills, and processes in horticultural science.	Homework Assignments and Class Project	Grades Based on Rubric
Apply fundamental concepts, skills, and processes in horticultural science.	Comprehensive Final Exam	Exam score
Critically analyze and interpret data in horticultural science.	Essay Questions on Final Exam	Exam score
Solve problems in horticultural science.	Homework Assignments and Essay Questions on Final Exams	Grades Based on Rubric, Exam Score
Communicate effectively in written form in a manner appropriate in the field of horticultural science.	Course Grade	Rubric (example provided)
Communicate effectively orally in a manner appropriate in the field of horticultural science.	Course Grade	Rubric

Grades/scores of comprehensive final exams, examination questions, homework assignments, and class projects will be collected by contacting course instructors. The average grades and the percent of students achieving a grade of B or higher in final exams, examination questions, homework assignments, and class projects will be used to conduct the assessment. Course grades for AEC 3030C and AEC 3033C are provided each semester in a report from the CALS Dean's Office. These courses are graded using rubrics developed by a faculty committee. A sample rubric for a writing assignment is attached. In addition, quantitative data are collected from indirect assessments including enrollment, honors and awards, scholarships, student exit interviews, and job/graduate school placement. Measurement tools include a simple rubric indicating increase, decrease, or no change in enrollment within specializations, honors/awards, scholarships, and job placement. The exit interview data are entered on a spreadsheet and assessed annually for trends in student satisfaction based on a number of questions pertaining to academic, leadership, and internship/research experiences.

Curtis Smyder will compile all the data in January every year. He is the Horticultural Sciences Academic Support Services Coordinator and he can be contacted at 352-273-4781 or via email curtisr@ufl.edu.

Assessment Oversight

This Academic Assessment Plan for the Horticultural Science program will be overseen by the Horticultural Sciences Undergraduate Coordinator and the departmental curriculum committee.

Name	Department Affiliation	Email Address	Phone Number
Rebecca Darnell	Undergraduate Coordinator, Horticultural Sciences	rld@ufl.edu	352-273-4789
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Jeffrey Williamson	Curriculum Committee member, Horticultural Sciences	jgrw@ufl.edu	352-273-4823

AEC 3033C Introduction & Literature Review

75 Points

Assignment Objectives

1. To create a document that introduces your topic and explains the need for your research through the support of secondary sources.
2. To apply proper APA style to your writing.
3. To build a foundation for your analytical report.

Required Elements

- 1) Length of 1 ½ pages or more
- 2) Double spaced
- 3) 12 pt font
- 4) 1 inch margins
- 5) At least 5 sources (in-text citations & reference page) – DON'T OVERUSE DIRECT QUOTES
 - a. At least 2 specialized/government sources (i.e. academic journals, government documents)
 - b. At least 2 trade/business sources (i.e. field specific or trade publications, books)
 - c. At least 1 popular media source (i.e. newspapers, radio, blogs, magazines, TV, etc...)
 - d. Make sure you include a reference page

Description

- Your introduction & literature review should provide the reader with information that explains and provides background information regarding your topic. Your introduction should build a case for your research topic and indicate why it is important. In other words, if the reader was to ask "So what?" about your research, your introduction and literature review should answer the so what question. Your introduction and literature review should demonstrate that you have begun thinking about and answering questions in your question web. Eventually this will be the first page of your final analytical report. The first page needs to attract the reader's attention and draw them into the topic. The information in your introduction and literature review should be supported by sources and be formatted in APA style.

Introduction and Literature Review (75 points)

Item	Unacceptable	Acceptable	Superior	Pts Available	Pts Earned
"So What" question and need for research	An introduction and literature review that needs extensive revisions to appropriately answer the "so what" question and describe the need for research (0-7points)	An introduction and literature review that satisfies most of these requirements, but could do more to answer the "so what" question, describe the need for research, or provide more supporting literature (8-15 points)	An introduction and literature review that meets professional requirements, answers the "so what" questions and describes the need for the research, is supported by literature (16-20 points)	20	
Content and Detail	An introduction and literature review that needs extensive revisions to demonstrate adequate content and detail (0-7 points)	An introduction and literature review that satisfies most of these requirements, but could benefit from additional content and detail (7.5-10 points)	An introduction and literature review that meets professional requirements, provides adequate content and detail, is supported by literature (11-15 points)	15	
Grammar/Mechanics/Formatting/Page Length	An introduction and literature review that has more than 6 grammar/mechanical mistakes, or the type or amount of mechanical, rhetorical, or formatting errors that would distract readers, length of document is 1/2 page or less (0-8 points)	An introduction and literature review that has between 3 and 6 grammar/mechanical mistakes, does not contain appropriate formatting, and is short of being 1 page long (9-15 points)	An introduction and literature review that has less than 3 grammar/mechanical mistakes, is formatted appropriately, and has an appropriate page length (16-20 points)	20	

Sources	Three or less of the required sources included, does not meet all requirements for each source level, all source not cited in-text or included on reference page (0-5 points)	Four of the required five sources included, or five sources included but does not meet the some requirements for each source level (6-8 points)	At least 5 sources included (at least 2 specialized/government sources, 2 trade/business sources, and 1 popular media source) both in in-text citations and on the reference page, no excessive use of direct quotes (9-10 points)	10	
APA Style	Correct APA style in-text citations and reference sheet with more than 6 errors (0-4points)	Correct APA style in-text citations and reference sheet with 6 or less errors (5-7 points)	Correct APA style in-text citations and reference sheet with 3 or less errors (8-10 points)	10	
Total Points				75	
Assignments submitted late (-10% each day)					
File not named correctly (-10%)					
Total Points Earned					
Comments:					