

2012-2013 Undergraduate Academic Assessment Plan

Interdisciplinary Studies –
Environmental
Management in
Agriculture and Natural
Resources

College of Agricultural
and Life Sciences

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Interdisciplinary Studies – Environmental Management in Agriculture and Natural Resources College of Agricultural and Life Sciences Undergraduate Academic Assessment Plan

Mission Statement

The mission of the Soil and Water Science Department (SWSD) is to provide scientific leadership of the highest level in research, teaching, and extension for soil, water, and environmental sciences. By discovering new scientific knowledge and imparting that knowledge to fellow scientists, students, and citizens, the Department intends to assist in the resolution of soil and water issues related to agriculture and natural resources in Florida, the nation, and the world. This 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.

Student Learning Outcomes (SLOs)

Existing SLOs in the 2012-13 undergraduate catalog:

1. Cite specific examples of natural resources and environmental public policy issues and identify contending stakeholder interests with respect to each issue.
2. Appraise similarities between agronomic production and environmental protection issues.
3. Describe the role of soil and water in transport of contaminants in ecosystems and illustrate the interconnectedness of ecosystems and ecosystem components with specific examples.
4. Acquire and analyze experimental data and interpret results as related to agronomic, environmental and ecosystem issues.
5. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Revised SLOs for the 2013-14 undergraduate catalog:

Content:

1. Appraise similarities between agronomic production and environmental protection issues.
2. Describe the role of soil and water in transport of contaminants in ecosystems and illustrate the interconnectedness of ecosystems and ecosystem components with specific examples.

Critical Thinking

1. Cite specific examples of natural resources and environmental public policy issues and identify contending stakeholder interests with respect to each issue.
2. Develop a plan for the analysis of an environmental/agricultural study using geographic information systems software.

- Critically evaluate natural resource policies using basic economic tools and applying ecological, social, and political criteria.

Communication

- Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

New/Revised SLOs, 2013-14*	Link to 2012-13* SLOs
Content	
Appraise similarities between agronomic production and environmental protection issues.	Appraise similarities between agronomic production and environmental protection issues.
Describe the role of soil and water in transport of contaminants in ecosystems and illustrate the interconnectedness of ecosystems and ecosystem components with specific examples.	Describe the role of soil and water in transport of contaminants in ecosystems and illustrate the interconnectedness of ecosystems and ecosystem components with specific examples.
Critical Thinking	
Cite specific examples of natural resources and environmental public policy issues and identify contending stakeholder interests with respect to each issue.	Cite specific examples of natural resources and environmental public policy issues and identify contending stakeholder interests with respect to each issue.
Develop a plan for the analysis of an environmental/agricultural study using geographic information systems software.	Acquire and analyze experimental data and interpret results as related to agronomic, environmental and ecosystem issues.
Critically evaluate natural resource policies using basic economic tools and applying ecological, social, and political criteria.	
Communication	
Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.	Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

*Undergraduate catalog dates

Curriculum Map

Curriculum Map for:

Interdisciplinary Studies - Environmental Mgmt in Agriculture and Natural Resources College of Agricultural and Life Sciences

Key: Introuced

Reinforced

Assessed

Courses SLOs	AEB 3133	AEC 3033C	AEC 3030C	ALS 3133	AOM 4643	FNR 4660	SWS 3022	SWS 4116	SWS 4720C	SWS 4223
Content Knowledge										
#1				I, A=average of tests	R			R		R
#2				I	R		I			R, A=final comprehensive exam
Critical Thinking										
#1				I		R, A=average of tests				
#2					I			R, A=project presentation		
#3	I					R, A=policy position paper				
Communication										
#1		I, R A=course grade	I, R A=course grade			R		R	R	R

Assessment Cycle

SLOs are assessed annually.

Assessment Cycle Chart

Assessment Cycle for:

IS – Environmental Mgmt in Ag and Nat Resources College of Agricultural and Life Sciences

Analysis and Interpretation:

May – June annually

Improvement Actions:

Completed by August 1 of each year

Dissemination:

Completed by August 1 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
Critical Thinking							
#1			X	X	X	X	X
#2		X	X	X	X	X	X
#3			X	X	X	X	X
Communication							
#1			X	X	X	X	X

Methods and Procedures

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Appraise similarities between agronomic production and environmental protection issues.	average of tests	Test scores
Describe the role of soil and water in transport of contaminants in ecosystems and illustrate the interconnectedness of ecosystems and ecosystem components with specific examples.	final comprehensive exam	Exam score
Cite specific examples of natural resources and environmental public policy issues and identify contending stakeholder interests with respect to each issue.	average of tests	Test scores
Develop a plan for the analysis of an environmental/agricultural study using geographic information systems software.	project presentation	Rubric
Critically evaluate natural resource policies using basic economic tools and applying ecological, social, and political criteria.	policy position paper	Rubric
Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.	Course grade	Rubric

Content Assessment

Content student learning outcomes are assessed through the average of test scores in ALS 3133 and the score on a final comprehensive exam in SWS 4223.

Critical Thinking Assessment

Critical thinking student learning outcomes are assessed through the average of test scores in FNR 4660, score on the project presentation in SWS 4720C and score on the policy position paper in FNR 4660.

Communication Assessment

Introduction to aspects of written and oral communication is presented in required coursework (AEC 3030C and AEC 3033C). Completion of AEC 3030C with a C or better is the measure of oral communication proficiency. Completion of AEC 3033C with a C or better is the measure of written

communication proficiency. A sample rubric for AEC 3033C is attached. Letter grades from AEC 3030C, AEC 3033C are compiled from a report provided by CALS.

Indirect Assessment

All students will complete an exit interview in their final semester. The students will be asked about their experiences in the classrooms, laboratories, faculty accessibility, and club participation/other activities.

All assessment scores will be collected and compiled by Susan Curry and Michael Sisk.

Assessment Oversight

The Academic Assessment Plan for the Soil and Water Science Department will be overseen by the SWSD Undergraduate Programs Committee, which consists of five faculty members (including the Undergraduate coordinator) actively engaged in teaching.

Name	Department Affiliation	Email Address	Phone Number
James Bonczek, Undergraduate Coordinators	Soil and Water Science	bonczek@ufl.edu	352-294-3112
Andrew Ogram	Soil and Water Science	aogram@ufl.edu	352-294-3138
Patrick Inglett	Soil and Water Science	pinglett@ufl.edu	352-294-3170
Samira Daroub	Soil and Water Science	sdaroub@ufl.edu	561-993-1593
Susan Curry	Soil and Water Science	scurry@ufl.edu	352-294-3147

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:					