

2012-2013 Undergraduate Academic Assessment Plan

Interdisciplinary Studies
Concentration: Biological
Illustration

CLAS

Margaret Fields

mfields@ufl.edu

IDS Concentration Biological Illustration Undergraduate Academic Assessment Plan

Mission Statement

Enter your mission statement here. See page 2 of the “Developing an Undergraduate Academic Assessment Plan” guide.

The interdisciplinary studies major with a concentration in biological illustration is a rigorous and well-defined program of course work restricted to only a few highly qualified students, because of the tutorial nature of much of the instruction. Graduates of the program will gain knowledge of and competence in biology, structural biology and structural zoology and be able to articulate results clearly and effectively through the illustrations created. The research required for the major fulfills the college mission to produce path-breaking scholarly research and to prepare students by providing a high quality liberal arts education that will enable graduates to engage directly with society. The University’s mission to create new knowledge and the pursuit of new ideas through research is met through this major.

Student Learning Outcomes (SLOs)

Content

1. Students define and examine issues related to biology, structural botany and structural zoology.
2. Use the scientific approach to gather and verify knowledge.

Critical Thinking

3. Draw appropriate conclusions and inferences from properly conducted laboratory research.
4. Evaluate the significance, quality and veracity of information gathered via experiment and literature and apply them effectively.

Communication

5. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

Curriculum Map

Curriculum Map for:

IDS Biological Illustration

College _____ of Liberal Arts and Sciences

Key: Introuced

Reinforced

Assessed

Courses SLOs	IDS4906	IDS4906 (second term)
Content Knowledge		
#1	I, R	R, A Thesis
#2	I, R	R, A Thesis
Critical Thinking		
#3	I, R	R, A Thesis
#4	I, R	R, A Thesis
Communication		
#5	I, R	R, A Thesis

Assessment Cycle

Because of the small number of IDS Biological Illustration students, all students' work and all SLOs will be assessed each year. It is not unusual to have 1-2 IDS Biological Illustration majors per year. The assessment used is the final thesis paper and portfolio which is assessed by the faculty sponsors.

Assessment Cycle Chart

Assessment Cycle for: Interdisciplinary Studies: Concentration: Biological Illustration

IDS Biological Illustration

College of Liberal Arts and Sciences

Analysis and Interpretation:

May-June

Improvement Actions:

Completed by August

Dissemination:

Completed by September

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

Methods and Procedures

SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

Assessment Method - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

Measurement – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
SLO 1	Thesis	Rubric
SLO 2	Thesis	Rubric
SLO 3	Thesis	Rubric
SLO 4	Thesis	Rubric

Direct assessment of portfolio of work produced in IDS 4906 (7 – 12 credits), where all 5 SLOs are met. The work consists of a portfolio and research paper. The IDS Biological Illustration major is a limited access major. Students are selected through a rigorous process of application through a committee that consists of faculty across several disciplines. The application package includes a proposal for the final portfolio and research project. The committee can approve the student's application to the major, approve it conditionally, or outright reject the application. The minimum GPA required to apply is 3.0. The GPA must remain at or above 3.0 after being admitted into the major. The rubric of acceptance into the major is based on a majority vote by the committee members based on GPA, reason for requesting the major, thesis proposal and ability to complete the research thesis within the required timeframe, support of faculty sponsors, strength of letters of recommendation, and ability to graduate within prescribed 4 years.

Indirect assessment will be done through exit interviews to find out what the student learned in the major and how that knowledge will be used to meet the goals of the student. The rubric used to assess the final thesis is established by the faculty sponsors making the evaluation.

Sample Grading Rubric

Sample Rubric for grading senior thesis	A Paper	B Paper	C Paper	Unsatisfactory
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.
Organization & coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list or arrange ideas randomly. May use transitions, but they may not be logic based. Paragraphs have topic sentences but may be overly general.	Organization may be random and lack internal paragraph coherence using few transitions. Paragraphs may lack topic sentences or main ideas, or be too general or too specific to be effective. Paragraphs may not all
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points and interpret the evidence/explain connections between evidence and main ideas.	Uses generalizations often to support main points. Examples may not be obvious or relevant. Often depends on unsupported opinion or	Uses irrelevant details or lacks supporting evidence. May be a summary rather than analysis.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which do not impede understanding.	Usually contains several mechanical errors but do not impede the overall understanding.	Contains many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Margaret U. Fields	College of Liberal Arts and Sciences	mfields@ufl.edu	(352) 392-2264
Jamie Gillooly	Biology	gillooly@ufl.edu	(352) 392-2743

The Assistant Dean over the IDS major is responsible for assessment oversight. The work will be assessed by a committee of two, which consists of the primary faculty sponsor and the secondary faculty sponsor.