

Undergraduate Academic Assessment Plan

Food and Resource
Economics

College of Agricultural
and Life Sciences

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Mission Statement

The University of Florida is a public land-grant, sea-grant and space-grant research university. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission;

- Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels.
- Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.
- Service reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

The Food and Resource Economics (FRE) Department's mission parallels that of the University in that the mission of FRE is to provide excellent scholarship in delivering academic, research, and extension programs in the general areas of agricultural, agribusiness, and resource economics. FRE fills a unique and essential niche in the Institute of Food and Agricultural Sciences by working with biophysical scientists and engineers to develop agricultural technologies that are ecologically and economically sustainable, and environmental policies that balance public benefits against economic impacts on agricultural producers.

Student Learning Outcomes (SLOs)

Existing SLOs in the 2012-13 undergraduate catalog:

1. Analyze and interpret economic data, critically evaluating economic information in media and politics.
2. Apply a conceptual framework using economic reasoning and generally accepted economic principles to problem solving.
3. 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. Describe fundamental micro- and macroeconomic principles.
2. Explain the basic role of marketing, management and finance in firm-level decision making.

Critical Thinking

1. Analyze and interpret economic data, critically evaluating economic information and economic policies.
2. Develop a business plan, based on a projected marketing strategy, assessing historic financial statements and projecting cash flows.

Communication

1. Communicate effectively in written form in a manner appropriate in economics and business.
2. Communicate orally (including visual aids) in an effective manner appropriate in economics and business.

New/Revised SLOs, 2013-14*	Link to 2011-12*, 2012-13* SLOs
Content	
Describe fundamental micro- and macroeconomic principles.	Apply a conceptual framework using economic reasoning and generally accepted economic principles to problem solving.
Explain the basic role of marketing, management and finance in firm-level decision making.	
Critical Thinking	
Analyze and interpret economic data, critically evaluating economic information and economic policies.	Analyze and interpret economic data, critically evaluating economic information in media and politics.
Develop a business plan, based on a projected marketing strategy, assessing historic financial statements and projecting cash flows.	
Communication	
Communicate effectively in written form in a manner appropriate in economics and business.	Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.
Communicate orally (including visual aids) in an effective manner appropriate in economics and business.	

*undergraduate catalog dates

Curriculum Map

Curriculum Map for:

Food and Resource Economics

College of Agricultural and Life Sciences

Key: **I**ntroduced

Reinforced

Assessed

Courses SLOs	AEC 3033C	AEC 3030C	AEB 3103	AEB 3300	AEB 3133	AEB 3144	AEB 4242	AEB 4138	AEB 4325	AEB 4342
Content Knowledge										
#1			I	I	R		A = Exam		R	
#2				I	R	R				A= Case Studies
Critical Thinking										
#1				I	R		R			A= Case Studies
#2					I	R		A = Board of Directors presentation	R	
Communication										
#1	I							R	R	A= Case Studies and Discussion Memos
#2		I					R	A = Board of Directors presentation		

Assessment Cycle

SLOs will be assessed annually.

Assessment Cycle Chart

Assessment Cycle for:

Food and Resource Economics

College of Agricultural and Life Sciences

Analysis and Interpretation:

May – June annually

Improvement Actions:

Completed by August 15 of each year

Dissemination:

Completed by October 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

Exam in AEB 4242 will be comprised of questions are formulated by a faculty committee and graded according to a common rubric.

Case Studies and discussion memo in AEB4324 will be evaluated by a faculty committee.

The Board of Directors Presentation in AEB4138 will made to and evaluated by a faculty committee and graded according to a common rubric. See attached example.

Indirect assessments used will include analysis of enrollment numbers, retention/graduation rates, exit surveys, and graduate school placement data.

Results of these assessments will be compiled by the Undergraduate Coordinator.

Assessment Oversight

This Academic Assessment Plan for the Food and Resource Economics major will be overseen by a committee of three people including the Food and Resource Economics undergraduate program coordinator and two faculty members in Food and Resource Economics that teach in the program.

Name	Department Affiliation	Email Address	Phone Number
Richard Weldon, Undergraduate Program Coordinator	Food and Resource Economics	rweldon@ufl.edu	352-294-7635
Lisa House	Food and Resource Economics	lahouse@ufl.edu	352-294-7653
James Sterns	Food and Resource Economics	jasterns@ufl.edu	352-294-7621

Example rubric for AEB 4138

Item	Professional	Adequate	Needs work	You're Fired	Grade
Content					
Introduction	Tells the audience exactly what to expect and immediately states recommendation	Tells the audience what to expect, but is vague about the conclusions to be drawn	Provides a set-up to the presentation, but does not set expectations	Missing any introductory remarks or roadmap for the presentation	/5
Issue Identification	Identifies and discusses the main issues and details why they are a concern	Identifies the main issue but provides little evidence of the reason for concern	Identifies secondary issues as the main concern, provides weak evidence of the concerns	Identifies a tangential issue as the main concern, is not clear about why it is cause for concern	/10
Porter's 5 Forces Analysis	Correctly applies and assesses each of the 5 forces of industry profitability for cola bottlers	Correctly applies and assesses most of the 5 forces of industry profitability for cola bottlers	Attempts to apply and assess the 5 forces, but the analysis is unclear and/or wrong for bottlers	No mention is made of the 5 forces model for bottlers	/20
Evidence	Ample detailed data and facts are presented to support the analysis. Information in addition to case information is included.	Sufficient data and facts are presented to support the analysis. Irrelevant additional information is included	One or two data and facts are used to support the analysis. No information outside the case is incorporated.	False or misleading data and facts are presented to support analysis	/15
Questions	Full grasp (more than needed) of material to answer questions from the audience	Solid answers to all questions adequately but without elaboration	Less than a full grasp of the information revealed by rudimentary answers	No grasp of information some misinformation, and unable to answer questions accurately	/10
Presentation					
Organization	Information presented in a logical interesting sequence that is easy for the audience to follow	Information is presented in a logical sequence that is easy for the audience to follow but a bit dull	Presentation jumps around a lot and is not easy to follow although it is possible	Audience cannot follow presentations because it follows no logical sequence	/10
Visual Aids	Visuals explain and reinforce the rest of the presentation; no misspelled words or grammatical errors	Visuals relate to rest of presentation; no more than two misspelled words or grammatical errors	Visuals are too few or not sufficiently related to the rest of the presentation, three misspelled words or grammatical errors	Visuals not used or are superfluous; four or more misspelled words or grammatical errors	/10
Tables and Graphs	Tables and graphs are in fonts large enough to read. Graphs are labeled and easy to read	Tables and graphs are generally easy to read and formatted appropriately	Tables and graphs fonts are too small. Axes are missing labels, series cannot be differentiated	No tables or graphs are used	/10
Elocution	Speaks clearly, correctly and precisely, loud enough for audience to hear and slowly enough for easy understanding	Speaks clearly, pronounces most words correctly, loud enough to be easily heard, and slow enough to be understood	Speaks unclearly, mispronounces many major terms, and speaks too softly or rapidly to be easily understood	Mumbles, mispronounces most important terms, and speaks too softly or rapidly to be understood at all	/5
Eye Contact/poise	Eye contact constant; minimal or no reading of notes	Eye contact maintained except when consulting notes, which is too often	Some eye contact but mostly reading from notes	No eye contact, reads from notes exclusively	/5