

College of Agriculture

March 2009 update on Tipping Point Plan (draft)

In the College of Ag there are three accredited programs, Animal Health Science, Foods & Nutrition and Agricultural Science, and one industry endorsed program, Apparel Merchandising & Management. As a result these programs are further along in their assessment activities than the other four programs in the college.

All of the college's programs are undergoing 5-year Program Review and additional assessment has been conducted as part of that activity. The College has been working on its Strategic Plan this past year and as part of this activity has engaged in revision of its Vision/Mission statement and other plans as part of continuous improvement.

1. Examples of how assessment feedback has been used to modify activities for continuous improvement

- FN – as a result of assessment FN has reorganized the curriculum for Medical Nutrition Therapy by creating new pre-requisites and improving the performance of the bottom two-thirds of student scores. The % of students not meeting satisfactory performance on SLOs dropped from 20% to 5%
- FN – as a result of assessment FN has expanded two courses and created a new course in Research Methods for Undergraduate Students. A new course in Nutrigenomics was created based on assessment of FN students capability to apply genetics to a nutrition career.
- FYE – as a result of assessment Peer Advisors have been added to the AG 100 course and the AGREES resource room for new students
- FMAM – industry surveys were used to create a capstone course

2. Examples of measures taken to encourage students to take charge of their learning

- AS/AHS – mandatory advising is focused on students coming prepared for their advising appointments to maximize effectiveness of the advising session. The College's assessment of advising plan is working towards institutionalizing this same process across the college.
- AS – students are advised to record learning goals in a log book and self-assess their progress
- AHS – in the capstone surgery course students are assigned a case (dog or cat patient) and must do all the work-up before the veterinarian reviews the case. Students must be responsible for being knowledgeable to ensure patient safety.
- AHS – students develop their own student learning outcomes for their required Externships
- FST – students develop their own student learning outcomes for their own Internship

- PLT – enterprise projects of specialty crops where students make a proposal including cost effective budgets for approval before enterprise begins
- AMM – students are given numerous additional learning opportunities in the Study Abroad trips, the Disney Leadership Institute, their Internships and numerous extracurricular projects. Each student can “tailor” their educational outcomes by how they avail themselves of these opportunities

3. Examples of effective methods to measure customer satisfaction

- Exit surveys are being used in FN/FST, PLT, AS/AHS, FMAM, AMM and AGS
- A college level senior survey has been completed for the last two years that compares CoA scores to 48 universities across the U.S.
- AHS/AS – the AVS Dept. has as part of mandatory advising an advisor assessment form

4. Examples of effective methods used to measure student learning (versus what is taught)

- PLT – comprehensive exam, in the Crop Ecology course students do a very large group project and presentation
- AMM – senior experience of creating, manufacturing and selling the student line of clothing (label of Bldg. 45)
- FST – capstone course involving demonstration of HACCP proficiency in a real food plant
- FN – embedded exam questions
- AHS – practicum in capstone surgery course that includes demonstration of proficiency in procedures, equipment and medical terminology
- AS – GRE scores and acceptance to veterinary school are used to assess student learning
- FMAM – capstone course where students do complete business plan of an agricultural enterprise