

Program Assessment Plan

Program: **Environmental Horticulture Science**
Department: Plant Sciences & Plant Pathology
College: Agriculture

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- 1 have the content knowledge required to be successful in a horticulture field.
- 2 have the skills needed to be able to function successfully in their horticulture field.
be able to identify and analyze plant growth problems and develop solutions or
- 3 strategies to solve those problems.
- 4 be able to communicate written and verbally effectively.
- 5 be able to design a plant experiment and analyze data

Course	Outcome					Assignments Used for Assessment	to be developed
	1	2	3	4	5		
BIOB 170IN - Principles of Biological Diversity							
BIOB 110CS - Principles of Living Systems							
HORT 105 - Miracle Growing	I	I	I	I			
HORT 231 - Woody Ornamentals	I	D	I				
HORT 232 - Herbaceous Ornamentals	I	D	I				
HORT 245 - Plant Propagation	D	D		D*	I	3-case study question	
BIOO 220 - General Botany							
HORT 310 - Turfgrass Management	I	D	D			3-case study question	
HORT 343 - Commercial Plant Production	D	D	D			3-case study question	
HORT 447 - Advanced Plant Propagation	D	M	M	M*	D		
HORT 485R - Horticulture Captstone I	M			M*	M	4-written proposal	
HORT 486R - Horticulture Captstone II	M			M*	M	4-research presentation, 5-research presen 1-content knowledge test	
BIOM 421 - Concepts of Plant Pathology							
BIOO 433 - Plant Physiology							
HORT 498 - Internship	M*	M*	M*	M*			2-skills questions on cooperators and student evaluations

*outcome is not explicitly stated in the learning outcomes but is currently part of the course, will include changes during 2014-2015

Performance Thresholds

Outcome	Threshold
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- | | |
|---|------------------------------------------------------------|
| 1 | 70% of students score at the "acceptable" or higher level. |
| 2 | 70% of students score at the "acceptable" or higher level. |
| 3 | 70% of students score at the "acceptable" or higher level. |
| 4 | 70% of students score at the "acceptable" or higher level. |
| 5 | 70% of students score at the "acceptable" or higher level. |

Schedules

Program Learning Outcome Assessment Schedule

Outcome	Cycle 1			Cycle 2		
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1	X			X		
2	X			X		
3		X			X	
4			X			X
5			X			X

Assessment Process Review Schedule

Element	Cycle 1			Cycle 2		
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Outcomes	X			X		
Rubrics		X			X	
Curriculum Map			X			X
Schedules			X			X

Process for Assessing the Data

Annual Assessment Process

- 1 Data is collected from identified courses.
- 2 Random samples of collected assignments are scored by two faculty members using prepared scoring rubrics.
- 3 The assessment coordinator tabulates the scores. Areas where the acceptable performance threshold has not been met are highlighted.
- 4 The scores are presented to the faculty for assessment.
- 5 The faculty reviews the assessment results, and makes decisions on how to respond.
 - * If an acceptable performance threshold has not been met, a faculty response is required. Possible responses:
 - . Gather additional data next year to verify or refute the result.
 - . Change something in the curriculum to try to fix the problem.
 - . Change the acceptable performance threshold.
 - . Choose a different assignment to assess the outcome.
 - * Faculty can respond to assessment results even if the acceptable performance threshold has been met.
 - * It is OK to determine that changes are not needed when students are demonstrating proficiency with each learning outcome.
- 6 A summary of the year's assessment activities and faculty decisions is reported to the Provost's Office in your Department's Annual Assessment Activities report.