

Department of Horticulture and Landscape Architecture

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Degree Program(s) Assessed	Assessment Methods	Number of Individuals Assessed
<i>M.Ag., M.S., Ph.D. (Crop Science, Plant Science, Food Science, Environmental Science)</i>	The Graduate Assessment Coordinator determines the number and outcome of comprehensive exams, and the number of theses, formal or informal reports, and creative components successfully completed by graduate students. In addition, the number of refereed journal articles, experiment station bulletins, professional papers, abstracts, professional presentations, and related scholarly activities by graduate students are tabulated. The Graduate Coordinator periodically meets with all graduate students to provide and receive information on program assessment. Students are asked to provide candid, mid-program impressions of their opportunities and progress toward educational goals, and to make suggestions to improve the assessment process and the degree program. Graduating students are requested to complete an exit interview. The Department participates in alumni surveys and periodically undergoes an external review by CSREES, a unit of the U.S. Department of Agriculture. .	8 (All graduate students in Horticulture)

Analysis and Findings:

Activity	Number
Exams	
Preliminary	0
Qualifying	0
Final	2
Degree Option Reports	
Thesis	3
Formal Report	0
Informal Report	0
Creative Component	0
Publications in Print	
Refereed Journal Articles	5 (5 more accepted, 3 in review)
Expt. Sta. Bulletins	0
Professional Papers	3
Abstracts	2
Other Forms of Scholarship	
Web Page Development	0
Field Day Reports	2

<u>Activity</u>	<u>Number</u>
Professional Presentations	
Local	6
Regional	2
National	1
International	1
Exit Interviews	0
Student Awards, Scholarships, Fellowships, Honorary Societies	
Local	2
Regional	0
National	1

Uses of Assessment Results:

The Outcomes Assessment Program has contributed to an evolving philosophy in the graduate program. When necessary, graduate advisors are encouraging students to shift from an activity-based focus to an emphasis on quality outcomes. Instead of limiting goals to taking a class, or getting a certain grade in the class, students are encouraged to learn concepts that they can apply to solve problems important to their discipline. Coupled with sound examples of proper technique and work ethic, integrated learning will enable students to be successful in their graduate program and in their profession. A focus on comprehensive goals is accomplished, in part, by placing a strong emphasis on peer-reviewed outcomes such as refereed publications and effective presentation of graduate student research at professional meetings. The graduate faculty have made a commitment to program excellence, but additional steps will need to be taken. Additional resources will need to be committed to attract and retain highly qualified faculty and graduate students. Investment in infrastructure, including laboratory and support facilities, is also needed to achieve state-of-the art programs.