

Entomology and Nematology Undergraduate

Academic Learning Compact (ALC) Methods and Procedures

The Academic Learning Compact (ALC) Written Assessment is completed in the penultimate semester of the B.S. program (The semester before the graduation application is submitted. If you are graduating in May, the ALC is due in December before graduation. If you graduate in December, the ALC is due in August.). The ALC is a university requirement for graduation. Many majors incorporate the writing or exam into a capstone course, but in Entomology and Nematology, the ALC is a standalone report. The assessment will be tailored to individual degree tracks, and can correlate with an undergraduate research project. Each student must **select a refereed journal article and receive approval from the undergraduate coordinator to use that article**. Once approved, the student must provide a written analysis of the article and submit it to the undergraduate coordinator. This analysis will be graded by the undergraduate coordinator and one other faculty from the undergraduate committee based on grammar, syntax, flow and readability; analysis of assumptions; hypotheses and principal aims; analysis of research results; analysis of strengths and weaknesses of experimental design; analysis of possible alternative hypotheses. There is no page limit for the paper, but the average is four to five double spaced pages at a 12 pt font. The scoring rubric was developed by the undergraduate committee. 70% is passing. If 70% is not reached, the student can make corrections before the beginning of the final semester, or must register for a one credit direct study course to successfully complete the ALC requirement. Students who have presented posters or abstracts for their undergraduate research, may submit those in lieu of their ALC.

Rubric for ALC:

Area	Exemplary (17-20 pts)	Proficient (12-17 pts)	Limited Proficiency (0-12 points)
Grammar, Syntax, Flow and Readability	Writing is in the appropriate style and follows proper grammar and punctuation rules.	A few grammatical, spelling or punctuation errors.	Multiple spelling, punctuation, and grammatical errors.
Analysis of Assumptions, Hypotheses and Principal Aims	Clearly identifies the assumptions, hypotheses and principal aims of the research and successfully communicates the significance.	Identifies the main issues, but does not explain them clearly.	Does not clearly identify the assumptions, hypothesis or principal aims of the research or does not accurately represent them.
Analysis of Research Results	Details are placed in the proper order and results are efficiently summarized.	Details are explained, but some details or not in a logical order.	The writing is not organized. The results are not efficiently summarized.
Analysis of Strengths and Weaknesses of Experimental Design	Strengths and weaknesses of the research are detailed and backed by data from the selected research article.	Strengths and weaknesses are listed, but are not detailed sufficiently.	Strengths and weaknesses of the research are not identified.
Analysis of Possible Alternative Hypotheses	Alternative hypotheses are formulated and communicated clearly.	Alternative hypotheses are identified, but details are omitted.	Alternative hypotheses are not identified.

Exit surveys will be given to graduating seniors to measure job/graduate/professional school placement data.

