Department of Animal Science
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The following table shows the assessment methods used and numbers of individuals assessed for the degree programs offered by the Department of Animal Science.

Degree Program(s) Assessed	Assessment Methods Used	Numbers of Individuals Assessed (number of students completing degrees)
B.S. Animal Science	Oral and written communication skills *Capstone class assignments (papers and oral presentations* Student satisfaction survey in Capstone class concerning the college experience Knowledge in specific field of Animal Science Animal Science Quadrathlon - academic competition Intercollegiate Judging Teams Institute of Food Technology Regional Quiz Bowl	~200 (B.S.)
M. Agr. Animal Science M. S. Animal Science Ph.D. Animal Breeding and Reproduction Animal Nutrition Food Science	Oral and written communication skills Thesis or dissertation for M. Agr., M.S. and Ph.D. graduates Final Exam Seminar and thesis defense for M. Agr, M.S. and Ph.D. graduates Knowledge in specific field of Animal Science Comprehensive Exam Ph.D. Candidates	1 (M.Agr) 8 (M.S.) 4 (Ph.D.)

Analysis and Findings from program outcomes assessment:

Oral and written communication skills

Capstone assignments reveal that B.S. graduates have generally good oral communication skills. Their oral presentations are presented clearly and concisely and they answer questions well. Each student delivered his/her presentation using Microsoft Powerpoint. They do indicate, unfortunately, that a small percentage (small but still important) of the seniors have basic problems with following instructions carefully. The students are now also demonstrating proficiency with development of Web pages. Written communication skills in the capstone class vary somewhat among students but generally the writing is clear.

Students completing upper division Animal Science courses demonstrate good to excellent skills in problem solving. There is ongoing difficulty with students who have difficulty using information from prerequisite classes when taking upper division courses. This is partially due to students who take courses out of sequence such that they have not completed the prerequisite courses. However, not all of the concerns can be traced to that issue.

There is also an ongoing issue with class grade distributions which are spread out more widely than might be normally expected. Several classes, particularly the ones with large basic science components, end with large numbers of students earning high grades but an equal number of students who must drop or receive an F at the end of the semester.

Students earning advanced degrees display excellent oral communication skills through seminars (both departmental and in their discipline area) and in presentations at scientific meetings. These seminars are also delivered using Microsoft Powerpoint. Their written communication skills are also excellent, evidenced by the high satisfaction level for theses and dissertations, their contributions to the Animal science Research Report and papers in scientific journals.

Student satisfaction

B. S. students are surveyed in the capstone class and all graduates have the opportunity to have an exit interview with the department head. These surveys and interviews continue to indicate high satisfaction with the department. The department is especially complimented for its caring attitude toward students and generally high level of teaching. Although it was indicated last year that some of the problems with lack of uniformity among advisors had been alleviated, it is obvious that the problems have not been eliminated.

The 2002 Undergraduate Program Alumni Survey revealed the following from 1996 and 2000 Animal Science graduates:

> 95% believe their degree program prepared them adequately or very well for employment
> 93% of those involved in further degree programs believe their undergraduate program prepared them adequately or very well
>80% were somewhat satisfied or very satisfied with their academic advising
>99% were satisfied or very satisfied with their overall OSU educational experience
large majorities (>80%) agreed with statements about their education enhancing problem solving, career flexibility or general quality of life

Knowledge in specific field of Animal Science

All Ph.D. students are administered a comprehensive exam (both written and oral) by their advisory committee. These exams indicate good to excellent performance on the part of the students.

Students in the Senior production classes frequently demonstrate good problem solving skills and ability to synthesize information from the prerequisite classes. Unfortunately, this is not true of all students in these classes. This is partially due to failure to take the appropriate prerequisite classes even after caution from the advisor and the professor in the class.

B.S. students participate in a variety of intercollegiate competitions. Results are reviewed here:
Participation in the Academic Quadrathlon (4 students) - Southern Section American Society of Animal Science (2^{nd} place)
Institute of Food Technology Regional Quiz Bowl six students) – 1^{st} place
Livestock Judging Team (20 team members) - entered 9 national contests and finished 6^{th}, 4^{th}, 5^{th}, 6^{th}, 3^{rd}, 2^{nd}, 3^{rd}, 2^{nd} and 2^{nd}.
Meat Judging Team (7 team members) - entered 7 national contests and finished 3^{rd}, 2^{nd}, 5^{th}, 1^{st}, 4^{th}, 4^{th} and 4^{th}.
Poultry Judging team (4 team members) - entered 1 national contest and finished 6^{th}.

Two Animal Science seniors were recognized as Top 10 Seniors in the College of Agricultural Sciences and Natural Resources and 20 Animal Science students were initiated into Phi Kappa Phi. There were 30 Animal Science students who earned recognition on the Presidents Honor Roll and 93 Animal Science students listed on the Deans Honor Roll.

Instructional changes that have occurred or are planned as a result of outcomes assessment:

It has been several years since the Animal Science curriculum has had substantial changes. We are starting a process in which we can examine our curriculum to determine if changes are warranted. The first concern appears to be the nature of the curriculum for students with an interest in attending the College of Veterinary Medicine. Additional issues include the Biotechnology option and options oriented to students interested in careers in livestock production

Instructional technology use continues to expand in our department. With only once exception, faculty are using the computer technology available in the classrooms in the Animal Science Building.

The College of Agricultural Sciences and Natural Resources has established a computer laboratory in ANSI 126. This lab has more than 30 computers and is well used. Two Animal Science classes meet in the lab on a regular basis and students use the equipment for assignments in many other classes. Since the Animal Science Building is on the path between many OSU classrooms and the new living facilities on the north edge of the campus, the labs are increasingly being used by students from other parts of the campus.

A program was established last year to start students, at the beginning of their college career, in expanding their understanding of research. Eighteen students took a class taught be [redacted] and [redacted] as an overview of research and each of these students worked directly with a faculty mentor in his/her research laboratory. The class includes interaction with numerous other scientists in the department as well.

We started a course in Web Design. Fourteen students took this class. In addition, there is now a web page requirement in the Capstone class.

[redacted] (in Nutrition) and [redacted] (in Food Science) have started teaching courses for graduate students in laboratory methods appropriate for those disciplines. [redacted] is in his third year teaching a course in Analysis of Animal and Food Science data.