

Department of Animal Science

Prepared by David S. Buchanan

Degree Program(s) Assessed	Assessment Methods	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) 17 (M.S.) 4 (Ph.D.)

Analysis and Findings

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. More of 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. Spring 2004 was a particularly good semester. The class was very strong. Their technical skills were quite good but they displayed a strong ability to critically assess current issues in Animal Agriculture. This was particularly obvious in the students which chose "Country of Origin Labeling" as their topic. Most of them started preparation believing that this legislation is a good idea. After acquiring a deeper understanding of the topic, many of those same students concluded that their first reaction was incorrect. The expense to the livestock industry will not, in their opinion, be justified considering the relatively small benefits.

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.

Students earning advanced degrees display excellent oral communication skills through seminars (both departmental and in their discipline area) and in presentations at scientific meetings. 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. Unfortunately, problems with uniformity of advising persist.

Several B.S. graduates have strongly suggested that we develop more opportunities for outside-of-class intellectual development. Regular open discussion seminars for interested undergraduate students have been suggested and will be pursued during 2004-2005.

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 (2nd place)

Institute of Food Technology Regional Quiz Bowl six students) – 1st place

Horse Judging Team (5 members) – entered 4 contests and finished 3rd, 3rd, 4th, and 4th

Livestock Judging Team (25 team members) - entered 9 national contests and finished 3rd, 2nd, 3rd, 11th, 3rd, 1st, 3rd, 1st and 3rd.

Meat Judging Team (10 team members) - entered 7 national contests and finished 3rd, 2nd, 2nd, 2nd, 4th, 4th and 6th.

Poultry Judging team (10 team members) - entered 2 national contest and finished 7th and 8th.

Dairy Judging Team (7 team members) – entered one national contest and finished 5th.

Two Animal Science seniors were recognized as Top 10 Seniors in the College of Agricultural Sciences and Natural Resources and one Animal Science senior was recognized as a Top 10 Senior at OSU. There were 16 Animal Science students initiated into Phi Kappa Phi. There were 46 Animal Science students who earned recognition on the Presidents Honor Roll and 76 Animal Science students listed on the Deans Honor Roll.

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

We have made substantial changes in several of our undergraduate options. Many of the changes are designed to help with problems which have been identified concerning advisement. The lists of controlled electives have been streamlined to give students more flexibility as they complete the controlled elective requirements and to help advisers explain the requirements more easily. Some of the additional changes recognize specific needs among our students. For example, the Pre-Veterinary Animal Science option has been modified to allow students to pursue interests in the Foods area while preparing themselves for entry into the College of Veterinary Medicine. The Foods area continues to be an important pathway to career success and this will open it to a larger percentage of our students.

We made a small change in our summer offering of courses. Dr. [REDACTED] will (during July 2004) teach ANSI 3653 – Applied Animal Nutrition. Dr. [REDACTED] continues to teach ANSI 3423 – Animal Genetics during the

summer. Inclusion of these classes during the summer gives more students flexibility in meeting the junior level requirements which should mean that more students have a complete set of prerequisite courses when they take the senior level production classes.

Our Strategic plan includes plans to reassess our graduate courses to ensure that we teach the appropriate set of courses for modern students in an Animal or Food Science program.

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 very heavily used. One Animal Science class meets 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 two years ago to start students, at the beginning of their college career, in expanding their understanding of research. Ten students took a class taught by Drs. [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.