**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: \_Animal Sciences\_ Degree: \_B.S.\_\_\_\_

Assessment Coordinator: \_Randy C. Perry\_

1. **Please list the learning outcomes you assessed this year.**

This past year we performed three assessment activities. Listed below are those three assessment activities and the specific learning outcomes that were assessed with each activity.

**Sr. Seminar Presentations -** Specific Learning Outcomes - 2a & 3a

**Senior Exit Survey -** Specific Learning Outcomes - 1a, 1b, 1c, 1d, 1e, & 1f

**Alumni Survey** - Specific Learning Outcomes - 1a, 1b, 1c, 1d, 1e & 1f

1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment**? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

**Senior Seminar Presentations.** The senior seminar course (ASCI 186) is a required course that all of our students take during their senior year. Student groups debate an industry issue or topic. This activity has worked well as an assessment of student’s critical thinking and oral communication skills. Examples of issues that have been debated include the Horse Slaughter Act, organic livestock and dairy production, influence of confinement on animal welfare, proper animal handling procedures to reduce animal stress, surgical procedures for cosmetic reasons, radiation of food animal products for food safety purposes, regulations concerning veterinary procedures, commodity pricing, federal milk marketing order, and the use of genetically modified organisms in livestock production.

In addition to the faculty member that teaches the seminar course during the specific semester, we try to get additional faculty members to come in and do evaluations of the student presentations. We have a core group of faculty members that have listened to the majority of these presentations over the years. Thus their input and analyses of the results and trends is very valuable to the department and the program.

We use two different rubrics as part of this activity. One in the area of critical thinking and one in the area of oral communication skills. These rubrics are included as part of this report as Appendix 1. When we first started this activity, the benchmark was 3.0 on a 4-point scale. The only time that we did not achieve that benchmark was for oral delivery during the first year of the activity. Over the years, we have raised our benchmark to 3.25 on a 4-point scale.

During this last academic year, 83 individual students were evaluated as part of 17 different industry issue debates. The results from these 2 semesters were very comparable to past semesters. These results are included as Appendices 2 and 3 of this report.

**Senior Exit Survey**. The senior exit survey instrument has been used as an assessment activity since the 2008-09 academic year. Thus, we have a lot of valuable data that has been collected over the years. It allows us to continue to compare the current results with long-term results and trends.

The survey was sent to 45 students this year. Twenty-three students responded and completed the survey resulting in a response rate of 51.1%, which is excellent in our opinion. The summarized results of these surveys are included as Appendix 4 of this report. Our benchmark for the level of preparation in subject matter and core coursework areas is 4.0 on a 5-point scale. For the most part, we have exceeded the benchmark in most subject matter areas and in most years.

**Alumni Survey**. This year is the first year that we have conducted the alumni survey. The same survey that is being used for the exit survey was used for this assessment. Our reasoning for using the same survey was that we want to get the student’s opinion of their level of preparation in key areas after they have been out in the work force for a period of 5 to 10 years. As mentioned previously, the biggest challenge is getting access to good emails for former students that have been off campus for a significant amount of time. The survey was sent to 281 former students. Thirty-nine students responded resulting in a response rate of 13.8%. We hoped to get a higher response rate. However, we feel that 39 students still represent an ample sample size. The summarized results of these surveys are included as Appendix 5 of this report.

1. **What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.**

**Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.**

Sample sizes and benchmarks are included in the previous section.

**Senior Seminar Presentations.** Our students have improved their oral communication skills significantly since the department first starting getting involved in outcomes assessment. The average score by semester clearly indicate this trend. When we first started this activity, the benchmark was 3.0 on a 4-point scale. The only time that we did not achieve that benchmark was for oral delivery during the first year that we conducted this assessment activity.

As indicated previously, we raised our benchmark for this activity to 3.25 on a 4-point scale. During both semesters this past year, student groups far exceeded this benchmark in the 4 areas associated with oral communication and the 3 areas associated with critical thinking.

**Senior Exit Survey.** Our initial plan was to conduct this survey each spring and then evaluate the results every 3rd or 4th year. We have discussed the results each year during a retreat or during departmental meetings. We now have 12 years of data. These results have been remarkably consistent in many areas from year to year.

The most important or significant things learned from this activity this past year are described below:

1. The farm laboratory is an important component of our program in terms of providing practical, “hands on” experience. Work experience and laboratory exercises on the farm laboratory are valued highly by our students. This result has been consistent in every assessment activity that we have ever conducted in the department.
2. Our benchmark for the level of preparation in subject matter and core coursework areas is 4.0 on a 5-point scale. For the most part we have exceeded this benchmark in most subject matter areas and in most years. The ranking for different areas have varied from year to year which is to be expected. In the last few years, we had either 3 or 4 subject matter areas each year that failed to reach the benchmark. This year we only had 1 subject matter area that did not reach the benchmark and it was only slightly below with an average score of 3.89.
3. We also ask for student feedback concerning the frequency of course offerings in different areas. Students choose either 1) Enough, 2) Not Enough or 3) Too Many. In all of the areas, the most frequent answer this past year was enough offerings in each area. This result is encouraging.

**Alumni Survey**. As described in the previous section, we used the same survey instrument as the Senior Exit Survey. This was by design. We wanted to be able compare the responses to the questions when these students were seniors and then now when they have been out in the work force for 5 to 10 years. The results were very similar. That result, in our opinion, adds credibility to the value of the senior exit survey as students opinions at the end of their collegiate careers proved to be accurate as they began their careers in industry.

We did put forth a considerable amount of time and effort in getting good email addresses for our alumni. The next time we use this assessment activity, we are going to put even more effort into getting good email addresses.

1. **What changes, if any, do you recommend based on the assessment data?**

We feel the results from the 3 assessment activities used this year indicate to us that our curriculum is on target. We are always using assessment results and our own experiences in our disciplines to guide us as we do our best to keep our curriculum current. ASCI 12 – Companion Animal Management, ASCI 102 – Animal Welfare and Handling, and ASCI 175 – Ag. Food Safety Systems are all examples of courses that were added in response to assessment results.

In addition, ASCI 156 – AI and Embryo Transfer in Cattle was revised and split into 3 different courses: Applied Reproductive Management in Cattle, Applied Reproductive Management in Sheep and Goats, and Applied Reproductive Management in Horses. These changes are another example of us “closing the loop” and using assessment results for program improvement.

1. **If you recommended any changes in your response to Question 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.**

N/A – we did not make any significant changes as a result of outcomes assessment results in 2018/2019.

1. **What assessment activities will you be conducting during AY 2021-22?**

Assessment Activity #1 – Senior Seminar Presentations

 Assessment Activity #4 – Senior Exit Survey

1. **Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.**

**Increase Faculty Involvement in Research and Publications.** The level of scholarly activity in our program has increased significantly due to younger faculty members in our program and their research interests and success with grant writing and securing funds.

**Increase use of current technology in the Classroom.** Our programhas increased the use of new technology significantly in the classroom because of the average age and abilities of the faculty members in our program.

**Diversity of Faculty and Staff.** We have increased significantly the diversity of faculty and staff in our program. Our faculty and staff today are aligned much more closely with the gender and race of our students.

**Four-Year Graduation Rates**. This rate has not changed significantly and we still need to make progress in this area. It is a priority for our department and our program.