

Undergraduate Academic Assessment Plan

Animal Sciences

College of Agricultural and
Life Sciences

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Mission Statement

The Mission of the Animal Sciences Department is to provide our stakeholders with intellectual depth and the tools required for self-sustained learning while emphasizing knowledge related to animal agriculture. We provide an understanding of research and making research knowledge available through teaching and extension to assist food animal and horse enterprises in remaining profitable and sustainable, while providing consumers with economical, safe and wholesome food. Our mission of teaching, research and extension aligns with that of IFAS and the College of Agricultural and Life Sciences as we carry out the Land-Grant mission. We support the mission of the university to serve the nation's and state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

Student Learning Outcomes (SLOs)

Existing SLOs in the 2012-13 undergraduate catalog:

1. Understand, evaluate and apply scientific and economic principles to animal health, production and products.
2. Apply a conceptual framework to solve problems in animal production and make management decisions.
3. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Revised SLOs for the 2013-14 undergraduate catalog:

Content

1. Describe and explain fundamental concepts, skills, and processes in animal sciences.
2. Apply fundamental concepts, skills, and processes in animal sciences.

Critical Thinking

1. Critically evaluate information (or data) in animal sciences.
2. Solve problems in animal sciences.

Communication

1. Effectively communicate in written form in a manner appropriate in animal sciences.
2. Effectively communicate orally in a manner appropriate in animal sciences.

New/Revised SLOs, 2013-14*	Link to 2011-12*, 2012-13* SLOs
Content	
<u>1.</u> Describe and explain fundamental concepts, skills, and processes in animal sciences.	Understand, evaluate and apply scientific and economic principles to animal health, production and products.
Apply fundamental concepts, skills, and processes in animal sciences.	
Critical Thinking	
Critically evaluate information (or data) in animal sciences.	Apply a conceptual framework to solve problems in animal production and make management decisions.
Solve problems in animal sciences.	
Communication	
Effectively communicate in written form in a manner appropriate in animal sciences.	Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.
Effectively communicate orally in a manner appropriate in animal sciences.	

*undergraduate catalog dates

Curriculum Map

Curriculum Map for:

Program _____

College of Agricultural and Life Sciences

Key: **I**ntroduced

Reinforced

Assessed

Courses SLOs	AEC 3033C	AEC 3030C	ANS 3006C	ANS 3319C	ANS 3043	ANS 4931	Additional Assessments
Content Knowledge							
#1			I	R	R	R	Academic Assessment Exam
#2			I	R	R	R	Academic Assessment Exam
Critical Thinking							
#1				I	I	R	Equine specialization: ANS 4234 Case Study, Week 13
#2				I, R	R	R	Food Animal specialization: ANS 3613L Economic Assessment Plan assignment Academic Assessment Exam
Communication							
#1	I, R A = course grade		R	R	R	R	
#2		I, R A = course grade				R	

Assessment Cycle

SLOs will be assessed annually.

Assessment Cycle Chart

Assessment Cycle for:

Animal Sciences

College of Agricultural and Life Sciences

Analysis and Interpretation:

May – June annually

Improvement Actions:

Completed by August 15 of each year

Dissemination:

Completed by August 15 of each year

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1				X	X	X	X
#2				X	X	X	X
Critical Thinking							
#3				X	X	X	X
#4				X	X	X	X
Communication							
#5		X	X	X	X	X	X
#6		X	X	X	X	X	X

Methods and Procedures

Communication Assessment

Introduction to aspects of written and oral communication is presented in required coursework (AEC 3030C and AEC 3033C). Completion of AEC 3030C with a C or better is the measure of oral communication proficiency. Completion of AEC 3033C with a C or better is the measure of written communication proficiency. A sample rubric for AEC 3033C is attached. Written communication will be reinforced in ANS 3006C, ANS 3043 and ANS 3319C. These courses are required of all animal science students. In addition, ANS 4931 (Senior Seminar) is required for our Equine and Food Animal Specializations and this course will serve as an additional reinforcement for both written and oral communication. Students required to take ANS 4931 (Equine and Food Animal Specializations) are required to write and orally present on current issues facing Animal Agriculture. Letter grades from AEC 3030C and AEC 3033C will be collected and maintained as a database by the Undergraduate Coordinator. Indirect assessments will be indicated by the number of our students from our Animal Biology Specialization who are accepted into the University of Florida College of Veterinary Medicine. To achieve acceptance, students must write a personal statement and have a successful interview which are measures of oral and written communication.

Content Assessment

Within the first semester of enrollment, each student will take an on-line Academic Assessment Exam covering simple concepts in animal sciences. Exam questions will be generated from a pool of questions covering topics in animal husbandry, nutrition, physiology and genetics obtained from the American Society of Animal Scientists - Southern section. Scores will be recorded and an outcome goal of 50% correct is expected for each student. The exam will be administered through Sakai and the scores will be collected and maintained by the Undergraduate Coordinator as a database. During a student's program, content will be introduced in ANS 3006C and reinforced in ANS 3043 and ANS 3319C. During the final semester prior to graduation, each student will repeat the on-line Academic Assessment Exam. Tests scores will be recorded. Programmatic goals are scores of 75% or greater indicating a gain in student learning. The database will be used to identify areas of the curriculum that meet, exceed or require attention.

In addition, students in our Food Animal and Equine Specializations must do an internship to complete their degree requirements. Their internship mentors complete a satisfaction questionnaire that will help us to determine student readiness (subject matter/content) for the job market.

Critical Thinking Assessment

Faculty within the Equine and Food Animal Specializations will develop a series of case studies and problems that reflect events and situations present within production animal agriculture to further assess critical thinking. Students will be given a case study or problem based upon their specialization (Equine or Food Animal). The case study or problem will be assessed by faculty and aspects will be included in the Academic Assessment Exam during the final semester prior to graduation.

In addition, students in our Food Animal and Equine Specializations must do an internship to complete their degree requirements. These internships challenge the students to problem solve and critically evaluate situations. Their internship mentors complete a satisfaction questionnaire that will help us to determine student readiness for the job market and their ability to critically think.

Assessment Oversight

This Academic Assessment Plan for the B.S. in Animal Sciences will be overseen by the Undergraduate Committee and Undergraduate Coordinator of the Department of Animal Sciences. The current Undergraduate Coordinator and Committee members are listed below.

Name	Department Affiliation	Email Address	Phone Number
Joel Brendemuhl, Undergraduate Coordinator	Animal Sciences	brendj@ufl.edu	352-392-2186
Lori Warren	Animal Sciences	lkwarren@ufl.edu	352-392-1957
Todd Thrift	Animal Sciences	tathrift@ufl.edu	352-392-8597
Joel Yelich	Animal Sciences	yelich@ufl.edu	352-392-7560

AEC 3033C Introduction & Literature Review

75 Points

Assignment Objectives

1. To create a document that introduces your topic and explains the need for your research through the support of secondary sources.
2. To apply proper APA style to your writing.
3. To build a foundation for your analytical report.

Required Elements

- 1) Length of 1 ½ pages or more
- 2) Double spaced
- 3) 12 pt font
- 4) 1 inch margins
- 5) At least 5 sources (in-text citations & reference page) – DON'T OVERUSE DIRECT QUOTES
 - a. At least 2 specialized/government sources (i.e. academic journals, government documents)
 - b. At least 2 trade/business sources (i.e. field specific or trade publications, books)
 - c. At least 1 popular media source (i.e. newspapers, radio, blogs, magazines, TV, etc...)
 - d. Make sure you include a reference page

Description

- Your introduction & literature review should provide the reader with information that explains and provides background information regarding your topic. Your introduction should build a case for your research topic and indicate why it is important. In other words, if the reader was to ask "So what?" about your research, your introduction and literature review should answer the so what question. Your introduction and literature review should demonstrate that you have begun thinking about and answering questions in your question web. Eventually this will be the first page of your final analytical report. The first page needs to attract the reader's attention and draw them into the topic. The information in your introduction and literature review should be supported by sources and be formatted in APA style.

Introduction and Literature Review (75 points)

Item	Unacceptable	Acceptable	Superior	Pts Available	Pts Earned
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"So What" question and need for research	An introduction and literature review that needs extensive revisions to appropriately answer the "so what" question and describe the need for research (0-7points)	An introduction and literature review that satisfies most of these requirements, but could do more to answer the "so what" question, describe the need for research, or provide more supporting literature (8-15 points)	An introduction and literature review that meets professional requirements, answers the "so what" questions and describes the need for the research, is supported by literature (16-20 points)	20	
Content and Detail	An introduction and literature review that needs extensive revisions to demonstrate adequate content and detail (0-7 points)	An introduction and literature review that satisfies most of these requirements, but could benefit from additional content and detail (7.5-10 points)	An introduction and literature review that meets professional requirements, provides adequate content and detail, is supported by literature (11-15 points)	15	
Grammar/Mechanics/Formatting/Page Length	An introduction and literature review that has more than 6 grammar/mechanical mistakes, or the type or amount of mechanical, rhetorical, or formatting errors that would distract readers, length of document is 1/2 page or less (0-8 points)	An introduction and literature review that has between 3 and 6 grammar/mechanical mistakes, does not contain appropriate formatting, and is short of being 1 page long (9-15 points)	An introduction and literature review that has less than 3 grammar/mechanical mistakes, is formatted appropriately, and has an appropriate page length (16-20 points)	20	

Sources	Three or less of the required sources included, does not meet all requirements for each source level, all source not cited in-text or included on reference page (0-5 points)	Four of the required five sources included, or five sources included but does not meet the some requirements for each source level (6-8 points)	At least 5 sources included (at least 2 specialized/government sources, 2 trade/business sources, and 1 popular media source) both in in-text citations and on the reference page, no excessive use of direct quotes (9-10 points)	10	
APA Style	Correct APA style in-text citations and reference sheet with more than 6 errors (0-4points)	Correct APA style in-text citations and reference sheet with 6 or less errors (5-7 points)	Correct APA style in-text citations and reference sheet with 3 or less errors (8-10 points)	10	
Total Points				75	
Assignments submitted late (-10% each day)					
File not named correctly (-10%)					
Total Points Earned					
Comments:					