

Assessment Report - Comprehensive Review

Program Assessment

Department:	Agriculture
Program:	Animal science
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

Demonstrate artificial insemination procedures, proper record keeping in the field of animal science, Practice the proper basic principals of animal safty, evaluate performance such as growth and feed Demonstrate specific skills in animal science such as production, genetics, and nutrtion within the Identify conformation qualities in cattle, sheep, swine and dairy cattle.

B. How did your outcomes assessment results during the past three years inform your program planning? Use the bullet points below to organize your response.

Use a pre test and post test to increse %, I have found that this process helps in identifieing students t Need for modern equipment to enhance student skills
*For courses with low percentage I am changing teaching stratigies and course content.
*Improve direct observation of performances, Use structured practice or drills, Use more practical exa

C. Describe how the program monitors and evaluates its effectiveness.

Monitoring the development and implimitation of the goals, timelines, and any unforeseen circumstances has helped in identifieing students and program short fall.

Evaluating the program initially and periodically thereafter to identify shortcomings and opportu

D. Describe how the program engages all unit members in the self-evaluation dialog and process.

The Animal Science staff has weekly colaburation on the performance of the program. We also have taken steps to define indicators that will help track performance and progress for our students and the program. By using the same type of evaluation has help in evaluating progress over time.

E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

The Animal Science program has idnetified that 70% of the students in the animal science class have masterd the PLO's at completion of the program. The 30% that have not met all of the PLO's, we have implimented new stratagies to help close the loop.

F. How do you engage in collegial dialog about student learning outcomes?

The animal science instructors have all SLO's on the students syllabus. The instructors discuss the SLO's at the beginning of the semesters. The SLO's are imbedded in the evaluation process such as exams, quizzes, and lab practises. The animal science instructors meet weekly to discuss classroom issues as well as dept. issues, this type of engagement on a weekly bases makes sure we as a program are all on the same page.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

G. What have the program's PLOs/AUOs revealed or confirmed in the past three years?

The Animal Science PLO's describe in measurable terms the knowledge, skills and/or disposition students are expected to demonstrate at the conclusion of the program. The skill set at this time has become difficult with about 30% of the students in the program. The main reason for this is students have different leaning styles, if the program had sufficient lab facilities that give the student a hands on education would capture many of those

H. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

NA

I. a. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions I and J for one response (SLO/PLO/ILO). b. How do the program learning outcomes align with Institutional Learning Outcomes?

The SLO's for the animal science courses align with both program and institutional LO's. Critical thinking is a must be methodolgies. Communication; by interpret various types of written, visual, and verbal information. The animal s CTE program, therfor the demonstration ILO is inbeded in the SLO's, because students learn hands on skills. Assess skills, and abilities to further develop and apply them to real life situations. The engagement of productivity by making ethical personal and professional choices.

J. Include the activities your program is planning to close the achievement gaps during the next three years and the impact you expect from them.

Sucure more funding that would insure student success and increase a larger number of completers with top industry skills. The faculty will continue to self evaluate the program so adjustments can be implimented quickly.



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