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| **California State University, Fresno**  **Jordan College of Agricultural Sciences and Technology**  **Bachelor of Science – Animal Sciences**  **Department of Animal Sciences and Agricultural Education**  **Assessment Coordinator – Dr. Randy C. Perry**  **Revised August 2025** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The mission of the Animal Sciences program is to prepare undergraduate students in the diverse disciplines of animal science. Emphasis is placed on critical thinking and communicative skills to solve production, processing, environmental and ethical problems and to prepare students for admission to programs of further scientific study. The program works closely with animal industries and governmental agencies to integrate student’s education with industry experience and future employers to empower students for professional careers in modern agriculture. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>
  2. Program Learning Outcomes (Also known as Goals) and related SLO’s.

## Students must demonstrate a thorough understanding of the scientific principles associated with animal and meat science.

* + - 1. Students must demonstrate knowledge of the various species of livestock, their traditional and non-traditional production systems and the industries associated with the respective species.
      2. Students must understand the scientific principles of genetics, reproduction, nutrition, physiology, and environmental influences and how these areas integrate in affecting animal production and performance.
      3. Students must demonstrate competency in the areas of animal health, disease, welfare and handling and understand how these factors influence animal stress and production.
      4. Students must be able to identify current harvest and processing methods for the major species of food animals, and apply basic food safety and regulatory practices.
      5. Students must critically evaluate livestock in terms of form, function and value.
      6. Students must be able to determine economic performance of livestock enterprises and explain how management decisions influence performance and profitability.
    1. Students must exhibit strong critical thinking and decision making skills and understand the importance of responsibility and work ethic.
       1. Students must demonstrate strong critical thinking and decision making skills.
       2. Students must understand the importance of responsibility and work ethic in influencing their future career success.
    2. Students must exhibit strong oral and written communication skills.
       1. Students must demonstrate strong oral communication skills.
       2. Students must demonstrate strong written communication skills

## Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated

| **Course** | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 3a | 3b |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ASCI 1 | I | I | I | I | I | I |  |  |  |  |
| ASCI 2 |  |  |  |  |  |  |  | I |  | I |
| ASCI 11 |  |  |  |  | D |  |  |  |  |  |
| ASCI 12 |  | I | I |  |  |  |  |  |  |  |
| ASCI 21 | D |  |  |  | D |  |  |  |  |  |
| ASCI 31 | D |  |  |  | D |  |  |  |  |  |
| ASCI 35 |  | D |  |  |  |  |  |  |  |  |
| ASCI 41 | D |  |  |  | D |  |  |  |  |  |
| ASCI 51 | D |  |  |  | D |  |  |  |  |  |
| ASCI 56 |  |  |  |  |  |  | D |  |  |  |
| ASCI 57 |  |  |  |  |  |  | D |  |  |  |
| ASCI 61 | D |  |  |  | D |  |  |  |  |  |
| ASCI 67 |  |  |  |  |  |  | D |  |  | D |
| ASCI 71 |  |  |  | D |  |  |  |  |  |  |
| ASCI 81 |  |  |  |  | D |  | D |  | D |  |
| ASCI 91 | D |  |  |  | D |  |  |  |  |  |
| ASCI 94I |  |  |  |  |  |  |  | I |  |  |
| ASCI 101 |  | D |  |  |  |  |  |  | D |  |
| ASCI 102 |  |  | D |  |  |  |  |  |  |  |
| ASCI 121 | M | M | M |  | M | M |  |  |  |  |
| ASCI 125 |  | D |  |  |  |  |  |  |  |  |
| ASCI 131 | M | M | M |  | M | M |  |  |  |  |
| ASCI 135 |  | D |  |  |  |  |  |  |  |  |
| ASCI 145 |  | D |  |  |  |  |  |  |  |  |
| ASCI 146 |  | D | D |  |  |  |  |  |  |  |
| ASCI 151 | M | M | M |  | M | M |  |  |  |  |
| ASCI 152 |  | M |  |  |  |  |  |  |  |  |
| ASCI 153 |  |  |  |  | M |  | D |  |  |  |
| ASCI 155 |  | D | D |  |  |  |  |  |  | D |
| ASCI 156 |  | D | D |  |  |  |  |  |  |  |
| ASCI 161 | M | M | M |  | M | M |  |  |  |  |
| ASCI 163 |  | D |  |  |  |  |  |  |  |  |
| ASCI 164 |  |  |  |  |  | M | M |  | M | M |
| ASCI 165 |  |  | M |  |  |  |  |  |  |  |
| ASCI 171 |  |  |  | M |  |  |  |  |  |  |
| ASCI 172 |  |  |  | M |  |  |  |  |  |  |
| ASCI 175 |  |  |  | M |  |  |  |  |  |  |
| ASCI 181 |  |  |  |  | M |  | M |  | M |  |
| ASCI 182 |  |  |  |  |  |  |  | D |  |  |
| ASCI 186 |  |  |  |  |  |  | D |  | D | D |
| ASCI 191 | M | M | M |  | M | M |  |  |  |  |
| ASCI 194I |  |  |  |  |  |  | D | D |  |  |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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## SLO’s Mapped to Assessment Measures and Methods [e]

| Assessment Measure | Evaluation  Method | PLO/SLO | PLO/SLO | PLO/SLO | PLO/SLO | PLO/SLO | PLO/SLO |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| #1 - Sr. Seminar | Rubric | 2a | 3a |  |  |  |  |  |  |
| #2 - Intern.  Cooperator | Score | 2a | 2b | 3a | 3b |  |  |  |  |
| #3 – 155 Papers | Rubric | 3b |  |  |  |  |  |  |  |
| #4 – Exit Survey | Score | 1a | 1b | 1c | 1d | 1e | 1f |  |  |
| #5 - Alumni Survey | Score | 1a | 1b | 1c | 1d | 1e | 1f |  |  |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)

1. **Assessment Activity #1 - Senior Seminar Presentations**. In this course, student groups debate an industry topic or current issue. We have two and sometimes 3 faculty members that score these students in terms of their communication and critical thinking skills. We have developed rubrics that we use to score these debates. At the end of each semester. We summarize the results of the seminars from that semester and compare the results to previous semesters.

2. **Assessment Activity #2 - Internship Cooperator Evaluations.** As part of the Internship Program in the Jordan College, internship cooperators/supervisors evaluate the interns in a number of different categories including: oral and written communication skills, critical thinking and problem solving skills, team work, professionalism, work ethic, use of technology, time management, organization skills, and knowledge of agriculture and their field of study. These evaluations provide us an excellent opportunity to evaluate how our students performed in a “real world” scenario or situation.

3. **Assessment Activity #3 - Evaluation of Research Papers in ASCI 155 – Animal Reproduction.** All of our students from the various options are required to take Farm Animal Reproduction. As part of the components for this course, students are required to write a short research paper on a topic related to farm animal reproduction. A rubric has been developed that will be used to evaluate these reports in terms of written communication skills.

* 1. Indirect Measures (Department/Program must use a minimum of one indirect measure)
     1. **Assessment Activity #4 - Senior Exit Surveys.** Prior to outcomes assessment, our department had an exit survey that was administered to students enrolled in our capstone course – ASCI 186 – Animal Science Seminar. This survey was updated and has been administered to students enrolled in this course each semester. The majority of these students are seniors. The students are contacted, the results are submitted and summarized all electronically. In addition to specific learning objectives, this survey gathers data as to the value of activities such as the internship program, judging and show teams, involvement at the farm laboratory, and the quality of advising provided by our department.
     2. **Assessment Activity #5 - Alumni Surveys.** The alumni survey uses the same survey as the exit survey. It is sent to students that have been out in the work force for a period from 5 to 10 years. It is administered electronically similar to the exit survey. The biggest challenge with this survey is getting good email addresses for alumni that have been off campus for a period from 5 to 10 years.

## Assessment Schedule/Timeline [g]

| Academic  Year | Assessment  Activity |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2020-2021 | #1  #4  #5 |  |  |  |  |  |  |  |  |  |  |
| 2021-2022 | #1  #4 |  |  |  |  |  |  |  |  |  |  |
| 2022-  2023 | #1  #4 |  |  |  |  |  |  |  |  |  |  |
| 2023-2024 | #1  #4  #2 |  |  |  |  |  |  |  |  |  |  |
| 2024-2025 | #1  #4 |  |  |  |  |  |  |  |  |  |  |
| 2025-2026 | #1  #4 |  |  |  |  |  |  |  |  |  |  |
| 2026-2027 | #1  #4  #3 |  |  |  |  |  |  |  |  |  |  |
| 2027-2028 | #1  #4 |  |  |  |  |  |  |  |  |  |  |

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| Closing the Loop [h,j,k] |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| A committee comprised of all interested faculty in the animal sciences program will develop the surveys, and the rubrics that will be used as part of these assessment activities. In addition, this committee will have the responsibility of gathering and evaluating the information generated through these assessment activities. Most importantly, this committee will have the responsibility of making recommendations to the department on how these findings will be incorporated to improve the animal sciences curriculum and program.  Each year, the department has a retreat meeting prior to the start of the classes each fall. The focus of this meeting will continue to be recommendations from this committee concerning incorporating the findings from outcomes assessment. Each year, the department will develop a plan for incorporating changes that need to be made for program improvement. After this plan is developed, it will be shared with the department’s advisory committee and their input input will be considered before the plan is incorporated into our animal sciences program. |