Program Assessment Report
DBCALFS ANSC PhD Program
University of Arkansas
Academic Year 2019-2020

1. **Animal Science Department, B111 AFLS, 575-3745**

2. **Department Mission:**

   The Department of Animal Science shall be a leading authority of animal agriculture by means of innovative research, teaching and extension programs for all Arkansans and the world.

3. **Program Goals:** The Department of Animal Science will 1) perform research from discovery to application that benefits the production efficiency, animal health/well-being, food safety/security, and sustainability of animal agriculture, **2) recruit, educate, and prepare for the future, a new generation of citizens that will provide expertise in food production, animal health/well-being, as well as human health and nutrition,** and 3) provide research-based livestock and forage information through non-formal educational methods for the sustainability and management of agricultural production systems to improve Arkansans quality of life.

4. **Student Learning Outcome #1:**
   Graduate students will demonstrate a basic knowledge of statistics, an in-depth knowledge of their specific thesis research area and a general knowledge of other research in the Department. Areas of emphasis may include animal nutrition, genetics, physiology, muscle foods, parasitology and forages.

   - Assessment Measure 1
     - Completion of the dissertation and successful defense to the faculty, turning in dissertation to graduate school.
     - Indirect
     - Report on number of graduates was obtained from Institutional Research
     Summary of Findings:
     - 6 students completed dissertation defenses and graduated.

5. **Student Learning Outcome #2**
   Graduate students will demonstrate problem solving skills.

     - Not reported this year

6. **Student Learning Outcome #3**
   Graduate students will be able to communicate effectively in a) oral and b) written form.

     - Not reported this year

7. **Overall Recommendations**

- Rubrics for assessing the Student Learning Outcomes #2 and #3 have been developed and now emphasis must be placed on completing them at the conclusion of defenses.

8. **Action Plan**
   - The Department's Administrative Assistant has digital copies of the rubrics that will be used to report Learning Outcomes 2 and/or 3 next year. These rubrics will be handed to major professors at the start of each defense.
   - Faculty will continue to mentor Ph.D. candidates as they have successfully done this year

Performance Area	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Organization	Organizational pattern (introduction, conclusion, sequenced material in the body, transitions) clearly/ consistently observable and make the presentation cohesive.	Organizational pattern (introduction and conclusion, sequenced material in the body, & transitions) clearly and consistently observable within the presentation.	Organizational pattern (introduction and conclusion, sequenced material in the body, & transitions) intermittent within the presentation.	Organizational pattern (introduction and conclusion, sequenced material in the body, & transitions) is not observable within the presentation.
Central message	Central message is compelling (precisely stated, repeated, memorable, strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is understandable but is not often repeated and not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
Delivery & Preparedness	Delivery techniques (posture, gesture, eye contact, expressiveness) make the presentation compelling. Speaker polished, confident, prepared and rehearsed.	Delivery techniques (posture, gesture, eye contact, expressiveness) make the presentation interesting. Speaker comfortable. Speaker satisfactorily prepared and rehearsed.	Delivery techniques (posture, gesture, eye contact, expressiveness) make the presentation understandable. Speaker tentative, adequately prepared and rehearsed.	Delivery techniques (posture, gesture, eye contact) detract from understandability of presentation. Speaker uncomfortable, read from notes, inadequately prepared.
Style & Timing	Language choices imaginative, memorable, compelling and enhance the effectiveness of the presentation. Variety of supporting materials effectively utilized. Presentation length appropriate, met criteria.	Language choices thoughtful and generally support effectiveness of the presentation. Supporting materials were satisfactorily utilized. Presentation length appropriate and met criteria.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Supporting materials were adequately utilized. Presentation length was appropriate, met criteria.	Language choices are unclear and minimally support the effectiveness of the presentation, not appropriate to audience. Supporting materials were insufficiently utilized. Length was over or under the set criteria.
Critical Thinking	Accurately interprets evidence. Identifies the salient arguments pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted conclusions. Justifies results and procedures, explains assumptions and reasons.	Accurately interprets evidence. Identifies relevant arguments pro and con. Offers analyses and evaluations of obvious alternative points of view. Justifies some results, explains reasons. Fairmindedly follows where evidence and reasons lead.	Misinterprets evidence. Fails to identify strong, counter-arguments. Superficially evaluates obvious alternative points of view. Justifies few results, seldom explains reasons. Maintains or defends views based on preconceptions	Offers biased interpretations of evidence. Fails to identify/ dismisses relevant counter-arguments. Superficially evaluates alternative points of view. Argues using false/ irrelevant reasons. Defends views based on preconceptions.
Problem Solving	Constructs clear problem statement & multiple ways to solve problems. Thoughtful solution(s) proposed, elegant evaluation. Complete under-standing of solution, reviews results thoroughly & specific consideration for further work	Problem statement adequate, some strategies apply. Proposal(s) indicate understanding, evaluations adequate. Implements solution on the surface, some consideration of further work needed	Begins to define problem, identifies only a single approach. Proposal doesn't address problem, evaluation brief. Implements solution but ignores relevant factors, little consideration of further work needed	Limited ability to define problem or strategies. Vague proposal, superficial evaluation. Does not directly address problem statement, superficial review of results
Total Points				

Performance Area	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Context of and Purpose	Demonstrates thorough understanding of context, audience & purpose. Responsive to assigned task(s). Focuses on elements of work	Demonstrates adequate consideration of context, audience and purpose and a clear focus on the assigned task(s)	Demonstrates awareness of context, audience, purpose and to the assigned task.	Demonstrates minimal attention to context, audience, purpose and to the assigned task(s)
Content Development	Uses appropriate, relevant and compelling content to illustrate mastery of subject, convey understanding, shaping the whole work.	Uses appropriate, relevant and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work	Uses appropriate and relevant content to develop simple ideas in some parts of the work
Disciplinary Conventions	Demonstrates attention to and successful execution of a range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting and style	Demonstrates consistent use of important conventions particular to a specific discipline and/ or writing task(s) including organization, content, presentation and stylistic choices	Follows expectations appropriate to a specific discipline and/ or writing task(s) for basic organization, content and presentation	Attempts to use a consistent system for basic organization and presentation
Sources and Evidence	Demonstrates skillful use of high quality, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing	Demonstrates an attempt to use credible/ relevant sources to support ideas that are appropriate for the discipline and genre of the writing	Demonstrates an attempt to use sources to support ideas in the writing
Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, virtually error free	Uses straightforward language that generally conveys meaning to readers. The language has few errors	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Critical Thinking	Accurately interprets evidence. Identifies the salient arguments pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted conclusions. Justifies results and procedures, explains assumptions and reasons.	Accurately interprets evidence. Identifies relevant arguments pro and con. Offers analyses and evaluations of obvious alternative points of view. Justifies some results, explains reasons. Fairmindedly follows where evidence and reasons lead.	Misinterprets evidence. Fails to identify strong, counter-arguments. Superficially evaluates obvious alternative points of view. Justifies few results, seldom explains reasons. Maintains or defends views based on preconceptions	Offers biased interpretations of evidence. Fails to identify/ dismisses relevant counter-arguments. Superficially evaluates alternative points of view. Argues using false/ irrelevant reasons. Defends views based on preconceptions.
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