Annual Assessment Report 2022-2023

BS Animal Health Science

Animal and Veterinary Sciences

College of Agriculture

CONTACT
Name of Program Assessment Lead David Driscoll
Name of Person Completing Report David Driscoll

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES
How were the program's SLOs developed? (select all that apply)
○ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.
- Not currently published

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?
- 5

How many SLOs did your program assess this past year in 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: Students will apply conceptual and technical knowledge (e.g., animal health, animal physiology, animal nutrition, animal genetics) of domestic animals, and use of biotechnology to solve animal science problems.
- SLO #2: Students will communicate effectively in interpersonal and professional settings
- SLO #3: Students will demonstrate critical thinking and problem solving skills necessary to solve complex, interdisciplinary problems which impact animals, people, and their environments
- SLO #4: Students will evaluate ethical responsibilities of professionals in animal science industries
- SLO #5: Students will collaborate in teams to develop leadership and team building skills

Student Learning Outcome (SLO): Students will apply conceptual and technical knowledge (e.g., animal health, animal physiology, animal nutrition, animal genetics) of domestic animals, and use of biotechnology to solve animal science problems.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.)	

Student Learning Outcome (SLO): Students will communicate effectively in interpersonal and professional settings

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.)	

Student Learning Outcome (SLO): Students will demonstrate critical thinking and problem solving skills necessary to solve complex, interdisciplinary problems which impact animals, people, and their environments.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.)	

Student Learning Outcome (SLO): **Students will evaluate ethical responsibilities of professionals in animal science industries**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.)	

Student Learning Outcome (SLO): **Students will collaborate in teams to develop leadership and team building skills**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.)	

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.
- Program/department faculty as whole

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2022-2023 so that others may learn from your experiences.
No assessment difficulties were experienced.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, CPP's GI2025 markers, CSU Dashboard, CPP's Student Success Dashboard on Tableau, course evaluations, etc.
At program meetings we discuss the results or the Veterinary Technician National Exam that our students take after graduating.

Does the program offer a certificate or credential (e.g., teaching credential)?
- No

The most current assessment plan and curriculum matrix we have on file for your program may be found here. To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan - No

Curriculum Matrix - No