Expected Outcome 1: Graduates will be knowledgeable of scientific advances related to their chosen fields of study, and the impact of these on modern science, industry and society.

Assessment Method Description
Students are evaluated on content, organization and delivery of academic seminars, exit seminars and related forums (evaluation instrument attached). Students prepare a 1-page abstract of their seminar that is distributed to faculty, staff and graduate students several days in advance of the seminar. Evaluation instruments are distributed to and completed by members of the graduate faculty at the seminar. On average, approximately half of the department’s 15 graduate faculty members are available to attend any given seminar and complete evaluation instruments.

Findings
Three M.Ag. and four M.S. students presented exit seminars (no academic credit), and three M.Ag. and ten M.S. students presented academic-credit seminars (ANSC 7950) for which a total of 141 evaluation instruments (average of 7 per seminar) were completed by departmental graduate faculty members in the current reporting period. Mean scores of 4.5 and 4.6 (5 = highest, 1 = lowest) were recorded in graduate-faculty evaluations of seminar content/organization and presentation techniques, respectively, which may be compared with mean scores of 4.2 and 4.3, respectively from the previous (2011-2012) reporting period.

How did you use findings for improvement?
Faculty evaluations are processed and returned to the graduate student’s major professor. It is then incumbent upon the major professor to discuss each of the critical elements in the seminar evaluation instrument with the student. An appropriate improvement strategy is prescribed for each student on the basis of specific deficiencies that are identified in evaluation process.
Beginning in 2014-2015, we will reinstitute a previous practice in which, following the seminar question/answer and general discussion period, faculty will be excused and the seminar speaker, his/her major professor(s), all graduate students and the ANSC 7950 instructor of record will discuss highlights of the presentation and areas needing improvement.

**Expected Outcome 2:** Students will demonstrate independent technical ability at the completion of their programs as evidenced by completion of original research (M.S.) or creation of an original scholarly product (M.Ag.).

**Assessment Method Description**
Students will be evaluated at their thesis defense (M.S.)/final comprehensive examination (M.Ag.) on five critical elements described in the attached evaluation instruments. Evaluation instruments are distributed to and completed by the members (typically three) of the student’s advisory committee.

**Findings**
Three M.Ag. and four M.S. students completed their programs and were evaluated by their advisory committees for independent technical ability. Eighteen evaluation instruments (average of 3 per defense/final comprehensive examination) were completed in which students were rated on each of five critical elements:
(i) Conversational knowledge of the significance of the research or creative/scholarly product, including scientific merit and originality was rated as excellent by 56% of faculty respondents, good by 44%.
(ii) Ability to communicate the relevancy and impact of the research or creative/scholarly product to the discipline and society was rated as excellent by 56% of faculty respondents, good by 44%.
(iii) Technical skill, including experimental design, laboratory/field methodology and data analysis was rated as excellent by 50% of faculty respondents, good by 50%.
(iv) Written and oral communication skills were rated as excellent by 72% of faculty respondents, good by 28%.
(v) General scholarship was rated as excellent by 56% of faculty respondents, good by 44%.

**How did you use findings for improvement?**
Assessment data are placed into students’ permanent file, discussed with the student in exit interviews with the department head, and utilized as a professional development resource in annual workload planning conferences and performance evaluations of graduate faculty.
**Expected Outcome 3:** Graduates will present findings from their original thesis research and/or creative/scholarly activity at professional meetings, and publish same in refereed journals.

**Assessment Method Description**
Annual surveys of programs completed the previous year will be conducted to track citations of abstracts of papers/posters presented at local, regional, national, and/or international scientific meetings; and citations of published papers, or pre-publication status of manuscripts in peer-reviewed journals. Data are provided to the Graduate Program Officer by members of the department’s graduate faculty who supervised programs to completion the previous year.

**Findings**
Four M.Ag. students completed their programs in 2011-2012. One of these has two abstracts of papers/posters at professional meetings, and a second has published one Extension circular. Two M.S. students completed their programs in 2011-2012. Each has one published abstract and presentation at a professional-society meeting, and each has made five Extension/outreach presentations. Each has two refereed journal articles to her credit.

**How did you use findings for improvement?**
No changes are necessary to make at this time. Perhaps more so at this time than at any other time in the past, our department has aggressively encouraged and created more opportunities for professional development of our graduate students such as presentation of research results at scientific meetings. Graduate student participation in such meetings is at an all-time high, and rates of thesis-research publication in the refereed literature are increasing.

**Expected Outcome 4:** Graduates will be nationally competitive for advanced certification, accreditation and/or placement in industry government or academia as appropriate to their degree and chosen field.

**Assessment Method Description**
Annual surveys will be conducted to track success of the previous year’s graduates in seeking advanced professional certification, admission to terminal-degree and professional programs, or employment in the private sector, government or academia as appropriate to their degree and chosen field. Data are provided to the Graduate Program Officer by members of the
department’s graduate faculty who supervised programs to completion the previous year.

Findings
Four M.Ag. students completed their programs in 2011-2012. Two are currently enrolled in the professional D.V.M. program in the College of Veterinary Medicine at Auburn University, one is an AALAC (Association for Accreditation of Laboratory Animal Care)-accredited research technician, and one is a county agent with the Georgia Cooperative Extension Service. Two M.S. students completed their programs in 2011-2012. One is a 4-H youth development educator with the Illinois Cooperative Extension Service and received an Outstanding Graduate Student Award from the Auburn University Graduate School. The other is a food-processing plant manager. Both are HACCP (Hazard Analysis Critical Control Point)-certified.

How did you use findings for improvement?
No changes have been implemented as of yet. At its upcoming retreat in August 2014, the faculty will discuss and formulate strategies for creating more opportunities for post-graduation professional development.
GRADUATE STUDENT SEMINAR EVALUATION FORM
(Graduate Faculty Use Only)

Graduate Student_____________________________________________Date_______________
Ph.D.    M.S.   M.Ag.      Title_____________________________________________________

Please rank all items 5 -1; 5 being the highest and 1 being the lowest.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score 5 - 1 ; or N/A</th>
<th>Comments and Suggestions for Improvement</th>
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<tbody>
<tr>
<td>A. Content and Organization</td>
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<tr>
<td>1. Introduction/Justification/ Statement of problem</td>
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<td>2. Objectives stated clearly</td>
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<td>3. Organization/Followed in logical order</td>
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<td>4. Explanation of experimental procedures and statistical analyses (as appropriate)</td>
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<td>5. Results: Presented in appropriate detail followed by interpretations based on data presented</td>
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<tr>
<td>6. Conclusions/Summary</td>
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<td>7. Overall implications of presented research and future applications in research and/or animal production</td>
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<td>8. Academic Rigor</td>
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<td>B. Presentation Techniques</td>
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<tr>
<td>1. Speaking Technique (Relaxed, eye contact, etc.)</td>
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<tr>
<td>2. Vocabulary-Pronunciation/ Grammar/Enunciation/Word choice and phraseology</td>
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<td>3. Appropriate and well designed slides</td>
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<td>4. Response to questions</td>
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<td>5. Operated within time limit (30 min)</td>
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M.Ag. STUDENT EVALUATION FORM
DEPARTMENT OF ANIMAL SCIENCES

Name of Student:                                                                 Date:

Description of Project Completed under ANSC 7960 (Special Problem):

Please evaluate the student with respect to the following critical elements by checking the appropriate response and providing additional comments:

I. **Conversational knowledge of scientific and technical dimensions of the project:**
   - [ ] Excellent
   - [ ] Good
   - [ ] Fair
   - [ ] Poor
   Additional comments:

II. **Ability to communicate the relevancy and impact(s) of the project to the student’s field of study and to society**
   - [ ] Excellent
   - [ ] Good
   - [ ] Fair
   - [ ] Poor
   Additional comments:

III. **Technical skill in use and application of methodology in completion of the project:**
    - [ ] Excellent
    - [ ] Good
    - [ ] Fair
    - [ ] Poor
    Additional comments:

IV. **Written and oral communication skills appropriate to the student’s field of study:**
    - [ ] Excellent
    - [ ] Good
    - [ ] Fair
    - [ ] Poor
    Additional comments:

V. **General scholarship:**
   - [ ] Excellent
   - [ ] Good
   - [ ] Fair
   - [ ] Poor
   Additional comments:
M.S. STUDENT EVALUATION FORM
DEPARTMENT OF ANIMAL SCIENCES

Name of Student: 
Date: 

Title of Thesis: 

Please evaluate the student with respect to the following critical elements by checking the appropriate response and providing additional comments:

I. Conversational knowledge of the significance of the research problem, including scientific merit and originality of hypothesis(es) tested:
   ___ Excellent     ___ Good    ___ Fair    ___ Poor
   Additional comments:

II. Ability to communicate the relevancy and impact(s) of the thesis research to the discipline and society
    ___ Excellent    ___ Good     ___ Fair    ___ Poor
    Additional comments:

III. Technical skill in use and application of methodology, including experimental design and laboratory and data analysis:
     ___ Excellent    ___ Good     ___ Fair    ___ Poor
     Additional comments:

IV. Grammar, clarity and style of organization of the thesis:
     ___ Excellent    ___ Good     ___ Fair    ___ Poor
     Additional comments:

V. General scholarship:
    ___ Excellent    ___ Good     ___ Fair    ___ Poor
    Additional comments: