

## ADVS Data Based Decisions

### 2020-2021

#### Data-based decisions correlated to direct measures

TBD

#### Data-based decisions correlated to indirect measures

TBD

### 2019-2020

#### Data-based decisions correlated to direct measures

Based on the *Student Measures* in the Outcome Data, there are areas for improvement in each emphasis. As a result, a committee has been created for each ADVS emphasis to review the learning objectives, artifacts, and data during the annual ADVS Faculty Retreat 2020 and make some curriculum and assessment decisions on how to improve student achievement on each learning objective.

Based on the collection of outcome-based data, the ADVS department will work towards a department wide student measure to have cohesive data across all artifacts in ADVS courses.

#### Data-based decisions correlated to indirect measures

##### *Fall 2019 ADVS Undergraduate Exit Survey Response Summary*

ADVS sends out two Exit Surveys. One Exit Survey is sent at the end of each semester to all the graduating undergraduate students and the other Exit Survey is sent annually to all students who have completed their degrees the previous school year.

We had 6 students out of 16 complete the exit survey, with is a 37.5% response rate. Here are the key themes:

Plans after Graduation:

- Secured Employment: 1
- Seeking Employment: 2
- Family Farm: 0
- Vet School: 1
- Grad School: 0
- Other: 2

Department Strengths

- Student-focused professors
- Real-life, hands-on experiences
- Interested in new teaching methods

Opportunities for growth

- Wider variety of course methods (online, evening, etc....)
- More in-depth labs
- Implement new technology
- More funding
- Horse riding instructor minor
- Streamline the equine curriculum

Based on this information, the Troy Cooper (the Director of Zootah) is developing a new course on zoo/exotic animal management that will initially be offered as a special topics course in the next academic year. ADVS 2190 has been adapted into a hybrid course to facilitate online learning and evaluate its effectiveness in the ADVS program.

### *Curriculum Committee*

ADVS's Curriculum Committee meets and examines input from student surveys, faculty feedback collected in monthly faculty meetings/retreats, AAA Degree Paths, and individual communication.

*This academic year*, the required ADVS Internship was a topic of concern for faculty. The consensus was students were participating in internships that lacked rigor and/or professional alignment to their respective emphases. This was due to the following reasons:

- 1) Students couldn't participate in exceptional internships due to financial restrictions and/or personal obligations.
- 2) There was a lack of oversight by faculty in reviewing, approving, and evaluating internships.
- 3) There was a lack of student accountability to report on their learning experience provided by the internship.

As a result, the curriculum committee decided to address the internship issues by the following:

- 1) Add a rigorous capstone project as an option to the ADVS internship requirement. Students could choose to complete a capstone project or an internship.
- 2) Include the capstone project option in all ADVS internship courses.
- 3) Consolidate ADVS 4260 and ADVS 4270 into ADVS 4250
  - a. Rename ADVS 4250 to reflect the capstone option
  - b. Change ADVS 4250 to pass/fail
  - c. Offer Fall, Spring, and Summer semesters of ADVS 4250
  - d. Assign a single course instructor of record for ADVS 4250 (person TBD)
- 4) Create an internship/capstone project review committee consisting of departmental representation from all emphases; chair is ADVS 4250 instructor of record
  - a. Instruct the committee to develop and publish (for students, faculty, and staff) processes, including a rubric, from which to approve/disapprove projects
- 5) Require students to report completed ADVS 4250 internship/capstone projects in ADVS 4920, Undergraduate Seminar; offered Fall and Spring
  - a. Add ADVS 4250 as a pre-requisite for ADVS 4920
  - b. Require all ADVS students to take ADVS 4920, Undergraduate Seminar

## **2018-2019**

### **Data-based decisions correlated to indirect measures**

#### *Fall 2018 and Spring 2019 Exit Survey Response Summary*

Between the two semesters, we had 51 of 92 students respond. Here's a summary of the two reports, including some of the key themes I saw repeated through both:

- Plans after graduation:
  - Vet School: 31.37%
  - Seeking Employment: 25.49%
  - Grad School: 17.65%
  - Secured Employment: 11.76%
  - Returning to family farm/ranch: 1.96%
  - Other: 11.76%
- Department Strengths
  - Excellent Professors
    - Very knowledgeable
    - Teach from their own professional experience and not just a text book
    - Passionate & enthusiastic about what they teach
    - Care about students
  - Hands-on
    - Practical and applicable skills are learned
    - Career focused
  - Research Opportunities
  - Large animal classes are great
  - Career focused
- Opportunities for growth
  - More small-animal/companion animal focused courses
  - Scheduling Adjustments
    - Not enough time between classes to get between campus and the farm
    - Overlap of courses that makes it so you can't take both
    - Sequence of classes can be difficult to navigate. Some classes are only offered once during the year but are pre-reqs for other classes, so you're just kind of stuck waiting until you can take it. This makes it difficult to graduate on time. Maybe offer them opposite semesters when possible.
  - Things can be too focused on vet and grad school sometimes. If you don't plan to go to either, it can be hard to know what other ADVS careers exist.
    - Introduce a wide variety of career options.
    - Show the significance of traditional production agriculture.
  - Ag literacy
    - Not everyone comes from an ag background, but it's frequently assumed that everyone does and that a lot of things should just be common knowledge. It would be great to have a course to cover some of the basics

and build a base understanding right at the beginning of starting the program. Maybe it could even count as gen ed.

- It could also be helpful to remind professors that it isn't common knowledge for everyone.
- More hands-on experiences!
- Make it easier or inform students more on how to get involved in clubs, research, and other opportunities
- Advisors would benefit from better understanding the rigor of certain classes. This would allow them to help students plan a more balanced class schedule or at least know what they're getting into with the demand of the classes they'll be taking.

Based on this information,

**2017-2018**

## Data-Based Decisions for the Undergraduate Program

Based upon discussion and input by the entire ADVS faculty, since 2015 the following changes have been made to improve the undergraduate degree program:

- ADVS 4200 Physiology of Reproduction and Lactation (4 cr.) is now required for students in all four ADVS degree emphases.
- ADVS 2500 Feeds and Feeding has been approved and added to the curriculum.
- Based upon student feedback requesting more course offerings related to companion animals, ADVS 2010 Companion Animal Science and Management has been approved and added to the curriculum.
- For Equine Science and Management emphasis students, the requirement to take ADVS 3500 Principles of Animal Nutrition has been dropped and in its place they are required to take ADVS 2500 Feeds and Feeding and ADVS 3520 - Equine Nutrition and Exercise Physiology.
- A minor in Equine Assisted Activities and Therapies has been approved and added to the curriculum. This required the creation and approval of the following courses:
  - ADVS 3150 - Principles of Equine Assisted Activities and Therapies
  - ADVS 3170 - Techniques in Therapeutic Riding
  - ADVS 3400 - Equine Specialist in Equine Assisted Activities and Therapy
  - ADVS 3610 - Training and Conditioning of the Therapy Equine
  - ADVS 4230 - Supervised Teaching in Therapeutic Riding
- A proposal to add a minor in Animal Biotechnology has been developed and is currently under formal review.

### **ADVS Faculty Meeting Agenda Wednesday, November 15, 2017 8:30 am, AGRS 412**

1. Old business:
  - Differentiating Bioveterinary Science and Biotechnology emphases
    - A formal proposal to establish a minor in “Animal Biotechnology” has been submitted
  - ADVS support for graduate student travel
    - Discussion tabled at June faculty meeting
  - Open Ruminant Nutritional Physiology faculty position
  - Graduate student / advisor MOU
    - Edits/updates pending
  - “Meet Your Professor” series: given the tepid student response last year, a proposal for a new 1-credit course, ADVS 1050 ADVS Academic and Career Orientation, has been submitted for approval for delivery in the fall of 2018
2. Funding is available to bring in prospective graduate students (Dr. Rickords)
3. “Assessment” information for web site and USU accreditation
  - Examples of data-based decisions (see handout)
  - Do we have formal student survey data/input?
4. New companion animal course(s)
  - ADVS 2010 Companion Animal Science and Management (3 cr.)
  - Companion Animal Nursing - will be taught as a special topics class in the spring
  - How do these courses fit with current/future required and/or directed elective courses for the various ADVS emphases?
5. AggieTime for hourly employees
  - Responsibilities of supervisors
6. Misc.
  - ADVS committee composition