Goals and objectives in the area of communication for undergraduates in the Animal and Poultry Sciences program include:

- Discussing concepts and current issues pertaining to the animal sciences
- Presenting information in verbal form, formally and informally, singly and/or as members of small groups
- Asking relevant questions that increase their knowledge and understanding of the material
- Using Powerpoint presentations to enhance communication
- Analyzing and interpreting data from visual depictions such as graphs, charts, and tables
- Demonstrating knowledge of course content in written form
- Summarizing experiences such as field trips and capstone projects in written reports
- Applying concepts to real-world issues and problems, summarizing findings in written form

The Animal and Poultry Sciences Department requires students to take a set of courses that help students meet the above goals and objectives. These courses are currently in place, and there are no immediate plans to add or subtract any courses or content to meet the Spoken, Visual and Written Communication requirement. The courses are at the Junior and Senior level to ensure that students have the scientific principles and discipline background needed to analyze complex concepts, synthesize information from multiple sources, and apply those concepts to real-world situations and current issues.

1. **APSC 3004** Junior Seminar is currently the required in-major Writing Intensive course. In addition to written assignments, students prepare and present information verbally, using Powerpoint technology for visual aids. Small class size (n=16) in the recitation sections of the course allow for full participation by all class members in group discussions of presentations by class members, instructors, and guest lecturers.

2. **APSC 4404** Commercial Poultry Enterprise Management; **APSC 4414** Beef Production and Industry; **APSC 4424** Horse Production and Management; **APSC 4434** Sheep Production; and **APSC 4444** Swine Production are the five capstone courses offered by the Department. Each course requires that students synthesize concepts and details learned in pre-requisite courses (ALS 3104, 3204, 4304) and incorporate that information into practical applications and problem-solving situations. Students choose two of the five to complete their in-major capstone requirements. The courses are designed such that any two of them satisfy the second Writing Intensive requirement.
LEARNING OBJECTIVES

SPOKEN:

PRESENT information formally and informally, singly and/or as members of small groups
DISCUSS current issues in a classroom setting
Ask relevant QUESTIONS that increase knowledge and understanding

VISUAL:

Use POWERPOINT TECHNOLOGY to communicate clearly and effectively
Interpret and analyze VISUAL DEPICTIONS of data; create accurate VISUAL DEPICTIONS such as graphs, charts, and tables

WRITTEN:

DEMONSTRATE knowledge of course content in written form (i.e., essay exam questions, reaction papers, etc.)
SUMMARIZE experiences such as field trips, capstone projects, etc. in written reports;
prepare written abstracts of verbal/visual presentations
ANALYZE and apply concepts to real-world issues (i.e., reaction papers, position papers; essay exam questions, etc.)

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<td>Analyze</td>
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*APSC 4404, 4414, 4424, 4434, 4444. Students complete two of the five as part of their degree requirements.
APSC 3004 JUNIOR SEMINAR (recitation section enrollment limited to 15 students each)

Learning Objectives

- **PRESENT** information formally and informally, singly and/or as members of small groups
- **DISCUSS** current issues in a classroom setting
- Ask relevant **QUESTIONS** that increase knowledge and understanding
- Use **POWERPOINT TECHNOLOGY** to communicate (verbally or written) clearly
- Interpret and analyze **VISUAL DEPICTIONS** of data; create accurate **VISUAL DEPICTIONS** such as graphs, charts, and tables
- **SUMMARIZE** experiences such as field trips, capstone projects, etc. in written reports; prepare written abstracts of verbal/visual presentations
- **ANALYZE** and apply concepts to real-world issues (i.e., reaction papers, position papers; essay exam questions, etc.)

Assignments designed to meet the learning objectives

- Each student makes at least one short presentation on a current topic to his/her classmates.
- Each student researches a topic, writes a paper, and prepares a 15-20 minute presentation, complete with powerpoint slides
- All students in the class are expected to participate in discussions after each presentation.

Assessment of the learning objectives, how it will be implemented and how it can be incorporated into the department’s current outcomes assessment process

- Oral and written feedback is provided by the instructor and/or peers on each assignment. A random sample of the written evaluations will be copied and collated over time during the semester such that the instructor can provide a clear assessment of student gains in learning objectives during the semester. Instructors will be asked to submit a short summary each semester to the Coordinating Counselor for the department’s outcomes assessment process.
- Course grades are highly correlated to successful completion of these assignments (they make up 70% of the total course grade) and achievement of the learning objectives. Means and ranges of course grades will be reported in the department’s outcomes assessment report.
- Instructors will be asked to submit a small sample of the extremes for each assignment (very good and pretty poor) to give context to the outcomes assessment process.
- Students will be surveyed for their perceptions of importance and achievement of the learning objectives.
APSC 4404-POULTRY; 4414-BEEF; 4424-HORSE; 4434-SHEEP; 4444-SWINE (3H,3L,4C EACH). Labs rarely have more than 25 students per section.

Learning Objectives

- **DEMONSTRATE** knowledge of course content in written form (i.e., essay exam questions, reaction papers, etc.)
- **SUMMARIZE** experiences such as field trips, capstone projects, etc. in written reports
- **ANALYZE** and apply concepts to real-world issues (i.e., reaction papers, position papers; essay exam questions, etc.)

Assignments designed to meet the learning objectives

- Each course includes at least two written exams, with several essay questions on each exam
- Each course requires a minimum of two written assignments, with opportunity for revision, as part of the WI requirement
- Each course includes at least one written project that links experiential learning at the barns with material presented in lecture.

Assessment of the learning objectives, how it will be implemented and how it can be incorporated into the department’s current outcomes assessment process

- Written feedback is provided by the instructor on each assignment. A random sample of the written evaluations will be copied and collated over time during the semester such that the instructor can provide a clear assessment of student gains in learning objectives during the semester. Instructors will be asked to submit a short summary each semester to the Coordinating Counselor for the department’s outcomes assessment process.
- Instructors will be asked to submit a small sample of the extremes for each assignment (very good and pretty poor) to give context to the outcomes assessment process.
- Students will be surveyed for their perceptions of importance and achievement of the learning objectives
- Faculty will be convened at least once in each five-year cycle to discuss how well capstone course assignments are meeting learning objectives, relative to each other and the downstream pre-requisite courses. A summary of the faculty discussion will be included in the outcomes assessment report.