Graduate Council Meeting
Wednesday, September 13, 2017 3:30 p.m.
229 Terrell Hall
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Introduction and Welcome

II. Reading, correction and approval of minutes
(August 16, 2017)

III. Graduate Council Committee Reports

A. Administrative Committee
   Committee Report (Nicholas Berente, Chair)
   Action Item: Substitute attendees
   Action Item: Appeals Committee summer meetings

B. Program Committee
   Committee Report (Welch Suggs, Chair)
   Action Item: Termination of PhD degree in Animal Nutrition (Attachment A)

C. Curriculum Committee
   Committee Report (Mary Caplan, Chair)

D. Appeals Committee (Nicholas Berente, Chair)

E. Strategic Planning Committee (Tina Harris, Chair)

IV. Old Business

V. New Business

VI. Information Items

VII. Adjourn
Date: April 18, 2017

To: Drs. Broder and Pardue

From: Todd J. Applegate, PhD
Professor & Head of Poultry Science

RE: Comprehensive Program Review (CPR) for Poultry Science – report review and approval request

As an additional component of the departmental, seven year programmatic (PRAC) review process, the attached reports have been prepared to fulfill additional data requested by the BOR for each of our majors. For Poultry Science, this would include our four BSA degree programs (Animal Health, Avian Biology, Biological Sciences, and Poultry Science), our MS and PhD in Poultry Science, as well as our PhD in Animal Nutrition. Due to the PhD in Animal Nutrition being a low-enrolled degree, we (in consultation with ADSC) have concurred in terminating that degree – and have also submitted paperwork to do so.

The Provost’s office has asked to have reports reviewed and approved prior to submission (deadline of May 1).
Proposal for the:

Termination of PhD degree in Animal Nutrition

Department Head

Date

Graduate Curriculum Committee Chair

Date

Faculty Council Executive Committee Chair

Date

Associate Dean for Academic Affairs

Date

Dean and Director

Date
OUTLINE FOR DEACTIVATION OR TERMINATION
OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution __University of Georgia__________ Date __18 March 2017____________

2. School/College __College of Agricultural and Environmental Sciences__________

3. Department/Division __Poultry Science______________________________

4. Program
   Degree __PhD__________________________
   Major __Animal Nutrition____________________________

5. Deactivation ____________________ or Termination ___X_________

6. Last date students will be admitted to this program __Fall 2016__________

7. Last date students will graduate from this program __Spring 2019_________

8. Abstract of the deactivated or terminated program
   Provide a brief summary of the deactivated or terminated program that includes an overview and highlights of the response to the criteria in Section II.

   The Animal Nutrition PhD program has been designated as a low performing major (<3 graduates/year). The program will become an area of specialization under the Poultry Science major (POUL).

9. Signatures

   Department Head ____________________ Dean of School/College ____________
   Dean of Graduate School ____________

II. Conditions for Deactivating or Terminating Programs

The deactivation (temporary suspension) or termination (discontinuation) of programs is expected to address satisfactorily the conditions listed below in order to be approved and implemented within the University of Georgia. Please provide sufficient information to confirm each condition.

1. Provide copies of the studies and decisions that warrant deactivation or termination of the program.

   The Animal Nutrition PhD program has been designated as a low performing major (<3 graduates/year). The program has not had any graduates FY2010-2016, and only anticipates 1 FY2018.

2. State the reasons for deactivating or terminating the program.

   See #1

3. State the plans for allowing those students already in a program to complete degree requirements, including specific information on a.) how students will be notified of the program termination and b.) how students will be counseled on completing the program.

   We plan to offer courses currently within the program (ANNU) thus breadth of content offerings for POUL and ADSC students will not be affected.

4. What will be done to minimize the impact or termination of the program upon the personal and professional lives of the faculty and staff involved, specifically a.) how will faculty and staff be notified of the termination and b.) how will faculty and staff be re-deployed?
Courses that comprise the major are offered for other programs and will continue.

5. What will be done to insure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?

Students interested in animal nutrition can still obtain that specialization under the flexible PhD programs in Poultry Science, Animal Science, and Dairy Science.

6. What plans, if any, is there for subsequent reactivation or reinstatement, respectively, of the deactivated or terminated program?

There will be no plans to reinstate in the foreseeable future.
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**Reporting Vehicle**

**Institution:** University of Georgia

**Academic Program Name:** BSA in Animal Health

**CIP Code:** 01090300

**College or School and Department:** College of Agricultural and Environmental Sciences, Poultry Science

**Date of Last Internal Review:** 2009-2010

**Outcome of Previous Program Review (brief narrative statement):**

The 2009 PRAC review final report of Poultry Science contained six major recommendations as follows:

1. The Poultry Science Building on campus is in serious need of renovation.
2. Critical need to fill the Poultry Research Complex managerial position with a person experienced in personnel, facility and research project management.
3. The undergraduate teaching and advising program is exceptional. The number of students and advising load have grown in the last few years and may not be sustainable with the current number of faculty. Other methods could be implemented to more efficiently generate credit hours.
4. With recent growth of the number of graduate students, the department needs to more carefully evaluate and organize its Graduate Program, including a fall orientation, a graduate student research symposium, a regularly-scheduled seminar series, updating a graduate manual, and addition of 8000-level courses (or addressing by cross-listing).
5. The feed mill at the Poultry Research Complex is antiquated. UGA should establish a new feed mill that can meet the needs of the department’s research, teaching and extension programs.
6. The Georgia poultry industry continues to be a strong and robust agribusiness and as such needs to continue to be solidly supported by the department. The industry has continued to grow rapidly, but the faculty and staff in the department have declined dramatically. This attrition in research, teaching and extension personnel has created critical gaps in scientific expertise.

The Department has made progress in several areas since the last review. Specifically those are:

1. **PS Building Renovation** - This recommendation has not been sufficiently implemented. The solution to this recommendation is long term in nature if adequate support internally and externally is provided.
2. **PRC Manager** - The Poultry Research Complex (PRC) manager, Lindsey Rackett, was hired in November 2010 and has brought consistency in communication and oversight to the position.
3. **Lessen Burden of Faculty Advising Time and credit hour generation** - The department implemented utilization of an advising coordinator to establish a "pre-advising" meeting. This model was phased in from 2011 to 2015 (avg. of 40 advisees/faculty). With the move to professional advisors in 2016, faculty are meeting with students in a mentor/mentee capacity beginning Fall 2016. To increase the departmental credit numbers, Dr. Davis instituted an online version of POUL 1010E (Birds in our lives) in 2013 (avg. yearly credit hours generated = 451;
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offered fall, spring and summer). Additionally, the department began offering AESC 2050 (Effects of global agriculture on world culture) in 2013, and fulfills both the world language and culture as well as the cultural diversity requirement (198 and 720 credit hours for FY 14 and 15, respectively). Without changing departmental teaching EFT, shifts in credit hour generation have changed from 1,947 in 2009 to 4,519 in 2015.

4) **Graduate Program Organization** - The departmental graduate coordination shifted in 2013 and implemented a new assessment plan in 2015. New graduate student orientation began Fall 2016, with the addition of a new graduate handbook with checklists to better guide students through their degree progress. The department instituted a graduate research forum in August 2016, allowing students to compete for travel funds during a poster and 5 minute research presentation. Additionally, the department continues to offer POUL 8120 (Scientific writing and literature retrieval) as an orientation to graduate school course. The department has also developed two Double-Dawgs pathway programs (BSA/MS) and is currently routing them for CAES and university approval.

5) **Feedmill** - CAES has contributed substantial MRR ($900+K) over the past 5 years to assist with upgrades to the Poultry Research Center feedmill. CAES has also requested $5M from the state of GA with upgrades to the entire Poultry Research Center as part of their annual small capital request.

6) **Faculty/Staff Gaps and Needed Expertise** - While faculty numbers have dropped from 21 in 2000 to 17 in 2005 and 2009, with pending hires and retirements, total EFT will be 18.5 Fall 2017. Since the last review (2009), 4 assistant professors, 1 full professor, and a new department head were hired (applied nutrition, basic nutrition, physiology, food safety/processing, and poultry health joint appointment with PDRC), as well as transfer of 3 faculty (predominately Extension) from Agricultural Engineering (2012). An additional hire has been made in Extension Poultry Processing (1/2017). As such, 40% of the faculty have joined the department since last review. Two additional faculty positions will join Fall 2017 (Molecular Poultry/Avian Scientist and Immunologist). As regulatory, processing, and production issues have drastically increased need from our external clientele as GA poultry products produced have increased from 6.9B in 2010 to 7.5B in 2015, expanded expertise is warranted across teaching, research, and Extension.

Current Date Program Reviewed at the Institution for this report: 2016-2017 (Fall 2016, AY16-17, FY 17)

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**Indicators of Measures of Quality:**

<table>
<thead>
<tr>
<th><strong>Student Input – Undergraduate Programs</strong></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Test Scores (if applicable), for undergraduate programs ----- ACT or SAT – Choose the standardized examination used and indicate in the space provided below: ACT</td>
<td>N/A</td>
<td>32</td>
<td>N/A</td>
</tr>
<tr>
<td>Freshman Index (as applicable)</td>
<td>N/A</td>
<td>3.75</td>
<td>3.72</td>
</tr>
<tr>
<td>Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a professional degree program (e.g., nursing, business, education). Please briefly</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Comprehensive Program Review

*Instructions, Reporting Vehicle, and Definitions*

<table>
<thead>
<tr>
<th>Institutional Indicators of Quality - Student Input (campus determined)</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Output – Undergraduate Programs</strong></td>
<td>FY 2013</td>
<td>FY 2014</td>
<td>FY 2015</td>
</tr>
<tr>
<td>Exit scores on national/state exams for licensure</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Also indicate the number of students reporting scores for the test(s) (Total N):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduating Major or stand-alone degree GPA scores</td>
<td></td>
<td>3.86</td>
<td>3.76</td>
</tr>
<tr>
<td><em>Indicate whether Major GPA or Graduation GPA is used:</em> Graduation GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment rates (if available) IF NOT AVAILABLE state &quot;NA&quot;</td>
<td>N/A</td>
<td>0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Entry into graduate programs (if available) IF NOT AVAILABLE state &quot;NA&quot;</td>
<td>N/A</td>
<td>100%</td>
<td>N/A</td>
</tr>
<tr>
<td>Institutional Indicators of Quality – Student Output (campus determined). Please identify what Indicators are used and how they are defined.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Narrative Section:** Describe additional details as deemed appropriate.

We have only just begun developing the logistics of tracking student success for our majors to health professional programs this year. Thus far, success for CAES have a higher success rate than that of total UGA applicants.

### Professional School application success of CAES and UGA students, 2016

<table>
<thead>
<tr>
<th>Health Professional School</th>
<th># CAES students (Biological Science)</th>
<th>CAES (% acceptance)</th>
<th># UGA applicants</th>
<th>UGA (% acceptance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allopathic Med.</td>
<td>47 (44)</td>
<td>49</td>
<td>467</td>
<td>45</td>
</tr>
<tr>
<td>Osteopathic Med.</td>
<td>23 (20; 1 Av. Biol.)</td>
<td>35</td>
<td>191</td>
<td>19</td>
</tr>
<tr>
<td>Dental</td>
<td>20 (16)</td>
<td>55</td>
<td>114</td>
<td>46</td>
</tr>
<tr>
<td>Pharmacy¹</td>
<td>51 (34)</td>
<td>82</td>
<td>424</td>
<td>70</td>
</tr>
</tbody>
</table>

¹2014-15 Data combined. 2016 data not available.
## Comprehensive Program Review
### Instructions, Reporting Vehicle, and Definitions

<table>
<thead>
<tr>
<th>Faculty (optional reporting by institution)</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)</td>
<td>14.5 EFT</td>
<td>16.0 EFT</td>
<td>16.7 EFT</td>
</tr>
<tr>
<td>Number of Non-terminally Degreed Faculty (regardless of whether the faculty teach in the program)</td>
<td>1 EFT</td>
<td>1 EFT</td>
<td>1 EFT</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Amount of sponsored research funding for the academic year</td>
<td>$780,314</td>
<td>$562,694</td>
<td>$532,784</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Other External funds for program support. Provide the total amount for the academic year</td>
<td>$441,552</td>
<td>$531,826</td>
<td>$803,930</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year</td>
<td>40</td>
<td>33</td>
<td>32</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Institutional Indicators of Faculty Quality: Output (campus determined) Please define what Indicators are used and how they are interpreted</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>External Quality Assurance (e.g., professional accreditation surveys; market rankings) Please define what Indicators are used and how they are interpreted</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Narrative Section:** Describe additional details as deemed appropriate.

Program to complete as available - please paste relevant narrative from self-study
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Curricular Alignment and Currency to the Discipline
Narrative Section: Describe additional details as deemed appropriate.

Program to complete as available

Indicators of Measures of Viability:

<table>
<thead>
<tr>
<th>Internal Demand for the Program</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in the degree program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)</td>
<td>119</td>
<td>66</td>
<td>92</td>
</tr>
<tr>
<td>Standard Faculty Workload for the degree program (example: 3/3, 4/3, etc.)</td>
<td>Teaching (2.8 EFT) is assigned based on ~ 0.125 per 3-hr course taught*</td>
<td>Teaching (3.2 EFT) is assigned based on ~ 0.125 per 3-hr course taught*</td>
<td>Teaching (3.4 EFT) is assigned based on ~ 0.125 per 3-hr course taught*</td>
</tr>
<tr>
<td>Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Number of Full-Time faculty teaching in the program</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Number of Part-Time faculty teaching in the program</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Teaching EFT is reported for each year. This teaching EFT is spread among all our degrees (BSA, MS, PhD) and majors (Animal Health, Avian Biology, Biological Sciences, and Poultry Science). Since many of our courses are dual level (both undergraduate and graduate students are enrolled), we cannot separate into individual programs. The corresponding student contact hour generations from these EFTs for FY13, 14 and 15 were 2946, 3597, and 4519. Teaching EFT is also distributed over faculty who serve as our undergraduate and graduate coordinators, and as faculty advisors during these FY (which is now accomplished through professional advisors/faculty mentors as of FY17). Notably, numbers of our undergraduate students during FY13, 14 and 15 were 738, 632, and 645, while our graduate student numbers were 21, 26, and 32, respectively.
Indicators of Measures of Productivity:

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time to Degree</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate student time to degree (average, in years) for non-transfer students graduating in the academic year (AY)</td>
<td>N/A</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Institution specific factors impacting time to degree</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Describe additional details as deemed appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate level academic program graduation numbers*</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

*The Animal Health major is a very specialized major that was developed as a fast-track for exceptional students in the UGA College of Agricultural and Environmental Sciences (CAES) to apply and enter the UGA College of Veterinary Medicine (CVM) prior to completing their upper-level courses required for the Animal Health B.S.A. degree. In this case, courses that the students take in their first year in Veterinary School fulfill the final upper-level courses for the B.S.A. degree in Animal Health. As such, August enrollment has ranged from 66 to 119 between 2009 and 2016. Two-thirds to three-fourths of those are Freshman/Sophomores that transition to other majors within the college (e.g. Biological Sciences, Avian Biology, and Animal Science).
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**Provost/VPAA Categorical Summation:**

Check any of the following to categorically describe action(s) the institution will take concerning this program.

☐ **Program MEETS Institution’s Criteria**

- [ ] Program is critical to the institutional mission and will be retained.
- [ ] Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

☐ **Program DOES NOT MEET Institution’s Criteria**

- [ ] Program will be placed on a monitoring status.
- [ ] Program will undergo substantive curricular revisions.
- [ ] Program will be deactivated.
- [ ] Program will be voluntarily terminated.
- [ ] Other (identify)
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Contextual Closing Narrative: In the space provided below (and can be expanded), provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program’s achievements, benchmarks of progress, and areas of distinction, challenges, and aspirations, in addition to plans for action. Please share how comprehensive program review results were used for continuous improvement. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1,500 word limit).

The mission of UGA’s Department of Poultry Science is to provide innovative leadership in the discovery of information and development of technologies through student education, scientific research and Extension/outreach for sustainable poultry production.

The purpose of our undergraduate programs is to provide students with a quality educational experience that gives students the academic knowledge and applied technical skills necessary to obtain employment and excel in the poultry industry. In addition, the Animal Health major provides rigorous training in applied sciences that will allow high achieving students the ability to pursue graduate and professional degree programs.

Competitive position: There are only six comprehensive Poultry Science departments in the US. The University of Georgia Poultry Science program (est. 1912) is a unique strength of the CAES and University. The Department is nationally and internationally recognized for its excellence. UGA is looked to as the “go to” University areas nationally and internationally for poultry expertise. This trend is certain to continue in the future. The UGA Poultry Science Department is positioned to continue to be an essential resource for this sector of agriculture. Compared to our peer Poultry Science Departments, we have retained a respected core of faculty with an Extension appointment versus others which has substantially been eroded.

There is no location in the United States where a department of poultry science is more relevant and justified than in GA. The poultry industry in GA currently ranks first among all states in the dollar value of poultry products, first in the number of broilers grown, first in value of eggs produced, and first in value of all chicken sales. In addition, Georgia ranks sixth in table egg production in the U.S. The poultry industry in Georgia annually accounts for more than $5.5 billion of farm gate value of product. This $5 billion far exceeds any other agricultural commodity in Georgia representing approximately 40% of the total dollar value of all farm products in the state. Poultry production in Georgia also accounts for many allied businesses as well as the development and marketing of many value added products. As a result, the poultry industry in Georgia annually contributes more than $47 billion in total economic impact to the state’s economy and returns $2.1 billion in federal and $1.3 billion in state taxes annually.

The poultry industry hires most of our graduates and is in need of more than we can currently recruit and educate. Most graduates have several job offers prior to graduation (often several months prior), with starting salaries that are consistently increasing ($40 to $55K). The department created the Avian Biology major 13 years ago to improve our recruitment of students interested in the science offered through our department. Since that time, many students have transferred/changed majors to Avian...
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Biology majors. Similarly, the department’s Animal Health and Biological Sciences students often switch to other majors as they secure their future with the breadth of career opportunities afforded with a Poultry Science or Avian Biology BSA. Courses such as POUL1010/2020 have been successful with this effort. Students pursuing the Avian Biology, Biological Science and Animal Health majors typically continue on to graduate or professional school.

Quality of instruction and advising remains one of the strong points of the department. From 2009-16, the faculty have been awarded 16 teaching and advising awards from UGA and the international, professional scientific organization, Poultry Science Association. The Department is pleased that after several years of undergraduate numbers fluctuating from 18-20 in the mid-2000’s to 56 by 2009, enrollment in the Poultry Science and Avian Biology majors has consistently been in the mid-70s for students the last three fall semesters. Additionally, numbers appear to be on the rise, with additional recruiting and marketing to high school, ABAC, and UNG students. We had 34 Poultry Science majors in August 2016, and we are on track to have 55 this August, with a number waiting on acceptance/commitment.

The quality of the department’s graduates and the training they receive is demonstrated by the fact that each of the students finishing degrees in these two majors were offered employment by poultry companies, allied organizations or educational institutions. The demand for our graduates are ever increasing as regulatory, processing, and production issues have drastically increased need from our external clientele, as has total production (pounds of poultry products produced in GA have increased from 6.9B in 2010 to 7.5B in 2015).

Continuing increases in the admission criteria for freshmen and particularly transfer applicants are making the job of recruiting students into Poultry Science more and more difficult. In prior years, transfer students from ABAC and UNG had been somewhat successful, but those institutions converting from a 2 year to 4 year program has made our recruitment of students ever more difficult. The poultry industry hires most of our graduates and is in need of more than we can currently recruit and educate. Additionally, most students being accepted to UGA now do not see a BSA Degree as their terminal degree and are interested in pursuing professional school. This makes our job of recruiting and supplying graduates to work in the poultry industry more and more difficult.

Notably, 25% of our BSA graduates are transfers from other institutions. The time to degree for UGA freshman matriculates is very good at 3.5 years. Transfer students matriculate to UGA with 60 median credits and graduate after an additional 2.5 years (for our Poultry Science major). Thus, marketing and advising to UGA transfer recruits needs to increase as it is taking them nearly one year longer than if they had started at UGA. Our top Poultry Science and Avian Biology transfers are from UNG-Gainesville and ABAC, accounting for 29%. Our top Biological Science transfers are from UNG, GA Perimeter Coll., GA Southern, Gordon College, and ABAC.

Strengths – Student competency in synthesizing and applying principles from multiple courses is high when completing a summative oral exam. Students are also able to convey a solid foundation in poultry production and avian biology knowledge. Feedback given from industry partners on intern performance
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has consistently been positive. Prior to campus-wide implementation for 2016 matriculates, approximately 90 percent of our students were participating in study abroad (e.g. POUL 4150), internships (POUL 3910), and/or teaching experiences (POUL 4990). Thus, transition (other than documentation) will not be a formidable task, however, method to distinguish participation between our 4 majors needs to be resolved.

Assessment of our departmental majors (Animal Health, Avian Biology, Biological Sciences, and Poultry Science) has led to two new courses being developed. POUL 3220, Fundamentals of Poultry Microbiology, was developed and taught for the first time Fall 2015. This course provides students with an opportunity to increase their knowledge of applied microbiology as it relates to food safety, shelf life and quality assurance issues. The department also developed a general course, AESC 2050, Culture and Agriculture, to provide students with an understanding of fundamental relationship agriculture and food has on society and civilization across cultures. In addition, the department has developed and offered up to 7 First Year Odyssey Seminars related to Poultry Science.

Overall, the BSA programs (Animal Health, Avian Biology, Biological Sciences, and Poultry Science) has been and is highly successful; producing highly qualified, competitive graduates for the poultry and supporting industries, as well as students that are highly competitive for further professional degree programs.

Provost/VPAA Signature and Date: ________________________________

--------- OR ---------

Provost/VPAA’s Designee Signature and Date: ________________________________