

Guidelines for Preparing the Self-Study Document Accreditation of Animal Science Programs

August 2021

The Self-Study is an essential part of the accreditation process. It provides qualitative and quantitative data to assess the ability of a degree program to meet accreditation standards. This Self-Study guideline provides a roadmap to assist departments in providing the required documentation to determine compliance with accreditation standards. It also provides the external review team with the necessary degree program information to conduct a thorough program assessment to determine if a degree program complies with the Animal Science Standards of Accreditation (SoA). Specific degree program areas to be addressed are contained in these Self-Study Guidelines. Each area should be addressed thoroughly and succinctly. Where applicable, templates for providing data are included. In other areas, applicants are asked to provide the data in the format of their choice. The Self-Study document closely follows the SoA. Throughout this Guideline, it is suggested to have the SoA document available as references to specific sections of the SoA are provided. For each Standard, detailed requirements for the main components are identified, including items to be discussed, required data, analysis, and supplemental information to be provided in the Appendix are identified.

Outline for Self-Study Document

Introduction

- Executive Summary of the Self-Study Report (1-2 pages)
- Brief Program history (1 page)
- Provide a brief overview of all BS degree programs and options/certificates offered in Animal Science.
 - Data Required: Provide detailed degree requirements (i.e., degree plans) for each undergraduate degree option and certificate program offered

Standard 1. Program Mission and Objectives (SoA Section II)

- Program Mission, Goals, and Objectives
 - Provide Mission, Goals, and Objectives
- Program Planning and Assessment Processes
 - Discuss planning and assessment processes. Include constituencies and their input in the processes, and address the constituents' need for well-trained professionals in diverse career paths.
- Program Disclosure
 - Discuss the program disclosure process and content to inform constituents, students, and the public.

- Data Required:
 - Table 1.1 List of metrics used to monitor progress towards achieving Program mission, goals, and objectives over the last five years. Note: Details of the curriculum, learning objectives, and assessment are covered in Standard 4.
 - Table 1.2 List of all active URL's for accessing online information of Program Disclosures
- Analysis:
 - Describe how the department's strategic plan creates a path forward for excellence in the Animal Science Program.
 - List and briefly discuss 1-3 improvements made since the last Accreditation Review, Academic Program Review, other internal or external review (when appropriate), or improvements within the last five years. Describe the impact of those improvements on program excellence.
- Appendix Documents:
 - Appendix 1.1 Program's current strategic plan or equivalent
 - Appendix 1.2 Date(s) and description(s) of last internal and/or external review(s)
 - Appendix 1.3 Required disclosure data available to the public that is not available online

Standard 2: Program Governance, Administration, and Institutional Support (SoA Section III)

- Program Administration
 - Provide a brief overview of programmatic governance, administration, and institutional support to supplement the Organizational Chart requested below.
 - Identify and provide a summary of the leadership and management expectations of the program administrator.
- Institutional Support
 - Provide an overview and discuss the adequacy of sustained support for the Program including human resources, facilities, and for the students' ability to attain the learning outcomes.
 - Discuss the process for determining the budget for the Program and identify sources of financial support (including both permanent and temporary) dollars.
 - Discuss how and to what extent the institution supports the teaching program.
- Data Required
 - Figure 2.1 Organizational Chart for the Program.
 - Chart should identify the administrative authority and responsibilities for the Program (Institutional through Program level).
 - Table 2.1 List of Current Unit Personnel
 - See template provided for Table 2.1
 - Table 2.2 Summary of Programs Financial Support (last five years).
 - Provide a table summarizing financial support received for delivery of the Program over the last five years. Identify sources of funding.

- Analysis
 - Discuss how the Program has responded to financial and human resource challenges (last five years).
 - Discuss plans for sustaining program excellence including faculty development and student accessible resources in the future with upper administrative support.

Standard 3: Undergraduate Students (SoA Section IV)

- Describe and discuss the program’s commitment to student development and success for each of the following:
 - Recruitment Program
 - Admissions and Transfer of Credit Policies
 - Retention Program
 - Teaching Quality and Evaluation
 - Advising Process and Resources
 - Student Extracurricular and Experiential Learning Experiences
- Data Required
 - Table 3.1 Undergraduate Student Applications, Admissions, and Enrollment (last five years)
 - Template Table 3.1
 - Table 3.2 Enrolled Student Demographics and Retention by Ethnicity and Gender (last five years)
 - Use institutional Demographic categories and format
 - Table 3.3 Undergraduate Degrees, Certificates and Minors Awarded and Time to Degree (last five years)
 - Template Table 3.3
 - Table 3.4 Employment and Continuing Education Profile of Graduates (last five years) as summarized by the institution.
 - Include a description of how the data was collected.
 - Table 3.5 Student: Faculty/Staff ratio (last 5 years)
 - Use institutional resources and include the source of data or define how it was calculated.
 - Table 3.6 List of Representative Undergraduate Student Publications, Presentations and Creative Works (last five years)
 - Template Table 3.6
 - Table 3.7 List of Undergraduate Student Extracurricular Experiences and Experiential Learning (last five years)
 - Template Table 3.7
 - Table 3.8 List of Undergraduate Scholarships and Undergraduate Student Awards (last five years)
 - Template Table 3.8

- Analysis
 - Discuss the degree program’s progress and efforts related to retention, time to degree, degrees awarded, and placement upon graduation, change over time, and in relation to the institution.
 - Discuss how the program addresses diversity to ensure educational excellence, equal access and equal opportunity to all.
 - Discuss expected enrollment trends over the next five years and plans to address those expectations.
 - Discuss how the program evaluates success in training career ready students.
- Attachments included in the Appendix:
 - Appendix 3.1 Articulation Agreements that impact the Program

Standard 4: Program Learning Outcomes and Curriculum (SoA Section V)

- Program Learning Outcomes
 - Discuss the process of selecting and using the performance metrics identified in Form 4.1 to assess student attainment of the Program Learning Outcomes. Provide an analysis of program successes and areas of improvement for meeting the targets or goals. This section should provide a complete and thorough understanding of how continuous assessment and improvement are used to attain and maintain academic excellence.
- Curriculum
 - Discuss the process for making changes to the curriculum.
 - Discuss how the curriculum allows the program to attain the Program Learning Outcomes. Use the Curriculum Maps (Tables 4.2, 4.3) and program degree requirements (Introduction data) to inform this discussion.
- Student Learning Evaluation and Assessment
 - Discuss how the program’s institutional assessment plan (Appendix 4.2) documents the attainment of accreditation standards. Instructional methodologies, incorporation of technologies, acquisition of technical expertise in meeting PLO’s should be provided. Provide information on the process(es) used to gain input from industry stakeholders as part of the assessment process.
- Data Required
 - Form 4.1 Performance Indicators and Results for Program Learning Outcomes
 - Table 4.1 List of Courses and Enrollment in the Undergraduate Degree Program
 - Template Table 4.1
 - TTable 4.2 Curriculum Map of Undergraduate Courses to Animal Science Disciplines
 - Template Table 4.2
 - Table 4.3 Curriculum Map of Undergraduate Courses to Program Learning Outcomes
 - Template Table 4.3
 - Link(s) to current course catalog descriptions – provide URL

- Analysis
 - Discuss the instructional process(es) used to increase students' knowledge, skills, and competencies as they progress through the curriculum (basic to advanced).
 - Discuss the importance of and access to courses outside of the program as part of the degree program. Identify any access problems that hinder student progress.
 - Discuss the process for how the skills and competencies of graduates are evaluated.
 - Briefly discuss improvements made and/or in progress to improve the attainment of program learning outcomes.
- Attachments included in the Appendix:
 - Appendix 4.1 Provide selected Course Syllabi (minimum of 8 courses) with courses that represent all levels (introductory to advanced) and include at least one course contributing to each Program Learning Outcome.
 - Appendix 4.2 Provide the program's last three annual assessment plans and the results that the institution required.

Standard 5: Faculty (SoA Section VI)

- Credentials
 - Discuss the process in assessing and ensuring the adequacy of the number of instructional faculty and disciplinary breadth and expertise. Identify the target student: faculty ratio and discuss how that is managed and maintained.
 - Define the criteria for credentialing and evaluating instructors teaching courses that contribute to the PLO's.
- Disciplinary Diversity
 - Discuss the plan for ensuring the disciplinary diversity required by the Program Learning Outcomes is maintained in the instructional faculty.
- Teaching Load, Scholarly Activity, and Faculty Development
 - Define how and by whom teaching loads are determined within the program.
 - Define the process for evaluating, rewarding, and improving program instructional activities.
 - Discuss how the program facilitates continuing education, professional development, and recognition of teaching excellence for faculty.
 - Discuss and provide examples of engagement of the instructional faculty with industry stakeholders.
- Data Required
 - Table 5.1 Qualifications of Faculty Teaching in the Program
 - Template Table 5.1
 - Table 5.2 Faculty Inventory Summary by Rank (last five years)
 - Template Table 5.2
 - Table 5.3 List of Teaching Awards and Commendations (last five years)

- Analysis
 - Discuss how changes to faculty FTE are addressed to ensure program excellence. Discuss management of both short-term/unexpected and long-term changes to personnel.
 - Discuss how significant changes in student enrollment are addressed and the impact on both the program and the students' experience.
- Attachments
 - Appendix 5.1 Brief Faculty Profiles
 - Provide a 2-page maximum CV for all faculty involved in the program. Specific requirements for the teaching section to include:
 - Listing of courses taught. For each course indicate if it is a required course in the Animal Science curriculum, number of credit hours, number of contact hours, number of times taught in last five years, if the course contributes to a PLO, and if so, which one.
 - Identify if responsibilities include advising and, if so, how many.

Standard 6: Facilities, Equipment, and Technology (SoA Section VII)

- Animal Facilities and Access
 - Discuss how animals, animal facilities, and laboratories are allocated for student use throughout the curriculum. Discuss where students have direct contact with animals, courses where safe animal handling is taught
 - Describe how safe animal handling learning outcomes are assessed.
 - Provide documentation that the program complies with Institutional Animal Care and Use Committee and Ag Guide requirements. Include any instructional use agreements for non- institutionally owned animals, facilities, and/or laboratories in the Appendix.
 - Discuss how students with disabilities have access to courses and laboratory facilities.
- Technical Equipment and Information Systems
 - Discuss the adequacy of technical equipment and support to deliver program excellence.
 - Discuss how students access technical equipment and information systems and how these resources are supported and maintained.
 - Discuss what industry technology and information systems are available for faculty and staff to achieve program learning outcomes.
- Libraries and Office and Laboratory Facilities
 - Discuss sufficiency, access, and support for facilities required to support faculty and students.

- Data Required
 - Table 6.1 List of Program Essential Facilities, Equipment, and Technology
 - Provide a list, summary, and, when applicable, associated URL's that describe facilities, equipment, and technology essential to program excellence.
- Analysis
 - Discuss the strategy used for providing students opportunities to develop and hone animal handling skills safely and sustainably and how this strategy may change in the future.
 - Describe how learning outcomes are assessed.
 - Discuss challenges to maintain facilities (animal, laboratories, technical) over the last five years and any plans for the future that may impact the program.
- Attachments
 - Appendix 6.1 Instructional use agreements for non-institutionally owned animals, facilities, and/or laboratories – as applicable.

Standard 7: Outreach and Engagement with Industry, Public and Institution (SoA Section VIII)

- Industry and Public
 - Discuss how members of industry and the public are engaged to provide input on the program learning outcomes. Provide examples of information received and how it was addressed.
 - Describe and discuss how faculty and staff successfully integrate industry, societal and scientific findings and trends into curricular content.
 - Discuss and provide examples of where and how the educational content of the program impacts the public.
- Institutional
 - Identify interdisciplinary and multidisciplinary efforts that provide benefit to the public and/or students.
 - Discuss how alumni are engaged to the benefit of the program's direction and success.
- Data Required
 - Table 7.1 List of External Stakeholders Providing Input to Programmatic Content and Process
- Analysis
 - Discuss the stature and role of the program within the College as a contributor to the Institution's educational portfolio.
 - List and briefly discuss three examples of input from industry or the public that has enhanced learning or career developing opportunities for students.
 - Given the list of currently engaged stakeholders, are there others that could or should be added for additional input and perspective given your students' changing climate and career paths? Provide a brief discussion.