

Conservation Major Assessment Plan

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Submitted by:

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I. Student Learning Objectives/Outcomes

When students complete the major, they will be able to:

- A. Demonstrate a knowledge of the physical and biological, components and systems, of regional and major world ecosystems, and be able to intelligently discuss important resource management issues associated with them.

- B. Explain basic conservation management techniques, and their scientific foundation, along with being able to assess and develop plans of action for the management of private and public resources.

- C. Communicate, both orally and in writing, and critically analyze information related to resources management issues, in an effective and professional manner.

- D. Correctly and accurately use common professional equipment and follow standard operating procedures used in the conservation field.

- E. Present a professional image, act with professional integrity, and apply a work ethic expected within the conservation field.

II. Identification Of Where Objectives/Outcomes Are Being Achieved

Program Learning Outcomes ↓	Conservation Core Courses										
	105	109	151	220	270	303	333	343	360	363	485
Ecosystem Structure, Function, and Issues	I	E	E	E/R/A	E	E/R/A		E	R		A
Management Techniques & Plans	I	I/E		E/R	R/A	E	R/A	R/A	R/A		
Professional Communication and Critical Thinking	I	E	E	E/R/A	E/R/A	E		E/R/A			E/R/A
Equipment use & S.O.P.	I	I/E			R/A		R/A	R/A	R/A	R/A	R/A
Professional Image and Ethics	I/E	E		R/A	R/A	E		E			R/A

KEY

I - Introduce

E - Emphasize

R - Reinforce & Expand

A - Apply

III. Assessment Tools Used To Measure Objectives/Outcomes

Direct Tools:

<u>Measurement Tool</u>	<u>Student Learning Objectives/Outcomes</u>
1. Pre and Post General Knowledge Exam	A
<u>Explanation:</u> <ul style="list-style-type: none">- A 120 multiple choice question test.- 15 questions from each of 8 major courses: ESM 105, 151, 220, 303, 343, and 360; SOIL 210, BIOL 360. (see copy of exam in Appendix A)- Given to all incoming freshman and transfer students in major- Same exam given to graduating seniors- Determine level of attainment of “Learning Objective A” at the respective grade levels, and the change between beginning and ending at UWRF.- Analysis of graduating senior results could indicate areas within the curriculum that may need reinforcement	
2. Multi-faculty Evaluation of ESM 485 – Senior Seminar	A, B, C, E
<u>Explanation:</u> <ul style="list-style-type: none">- The final project within the course is a professional presentation suitable for a conference.- An evaluation of this presentation by ESM faculty, in attendance, is done using a standardized evaluation form (see Appendix B for copy of evaluation form)- Summary statistics are compiled to evaluate student performance and monitor trends over time.	

**3. Management Plan Evaluation from
ESM 343 – Woodlot Management**

A, B, C, D, E

Explanation:

- The cumulative, major project for the class is evaluated using a rubric (see Appendix C)
- Summary statistics are compiled to evaluate student performance and monitor trends.

Indirect Tools:

4. Internship Employer Evaluation of Interns

B, C, D, E

Explanation:

- Eight specific question responses, those pertaining to program quality specifically, off the final employer evaluation of each summer Conservation intern is collected.
- Summary statistics are compiled to evaluate student performance and monitor trends.
(see Appendix D for employer evaluation form and specific questions used)

5. Senior and Alumni Survey

C, E

Explanation:

- Senior seminar students will complete an exit survey (see Appendix E) that will enable them to evaluate the quality of their educational experience they received here at UWRF with regards to the five Assessment Learning Objectives.
- The alumni survey will be the same as the Senior Exit Survey, except it will be administered by adding the questions to the seven year program review alumni survey.
- Summary statistics will be compiled and compared.

IV. Timetable Indicating The Cycle Of Assessment and Continuous Improvement

1. Pre and Post General Knowledge Exam

- Began collecting the data in spring of 1998.
- Revised exam in spring 1999 and fall 2001.
- Last administered in spring 2006 (freshman and transfer students during fall semester, and seniors during both semesters).
- Exam will now be given every fourth year, starting fall of 2009.

2. Multi-faculty Evaluation of ESM 485 – Senior Seminar

- Began collecting data in fall of 1998.
- Given every semester through fall 2006, from then on only during fall semester.

3. Management Plan Evaluation for ESM 343 – Woodlot Management

- Began collecting spring of 2004, then every fall thereafter.
- Evaluations were based on grade prior to fall 2006, thereafter based on assessment rubric.

4. Internship Employer Evaluation of Interns

- Began collecting data in 1988 for all ESM majors together, separated by major in 2000.
- Beginning with 2006 data, only summer intern (which are the vast majority) data will be collected.

5. Senior and Alumni Survey

- Being that this is a new assessment measurement tool, we will be using it every semester in the Senior Seminar class, except in those semesters when the “Pre and Post General Knowledge” exam is administered in this class.
- Alumni survey questions will be added to the next seven year program review audit.

V. Data Presentation and Discussion Process

An annual meeting of the ESM faculty (late spring semester) will be held to discuss the year's administered assessment measure results and trends in those data. A list of strengths and weakness will be developed from the discussion, along with a plan of action deemed necessary for improvement in areas of concern. Minutes of the meeting will serve as the documentation of the discussion.

VI. Implementation of Revisions Based On Assessment Results

Based on the assessment analysis and action plan developed in Section V, the identified actions will be implemented as stated.

VII. Results Availability

A copy of the Assessment Objectives/Outcomes is available in the office of the Conservation Major's Assessment Coordinators office, 303 Agricultural Sciences Building. Or call (715) 425-3729, to request a copy.

Appendices

A. General Knowledge Exam

B. Senior Seminar Faculty Evaluation Form

C. Woodlot Management Plan Assessment Rubric

Woodlot Management Plan Assessment Rubric

Criteria	Mastery = 4 Points	Proficiency = 3 Points	Marginal=2 Points	Below Expectations=1 Point
<p>Application of woodlot management concepts</p> <ul style="list-style-type: none"> - Appropriate and correct use for stated objectives - Thoroughness in coverage for meeting management needs on the property 	<p>Thorough coverage of client's objectives with appropriate management recommendations</p> <p>Provides a presentation of other alternative management options for the client to consider</p> <p>Thorough presentation of data and other information to support recommendations</p> <p>Data and supporting information used effectively to compliment the plan's narrative</p>	<p>Coverage of client's objectives are all addressed, but some points are not well developed</p> <p>Management recommendations are not completely developed, but are valid</p> <p>Alternative management options are mentioned, but lack thorough development</p> <p>Presentation of data and other supporting information adequate, but could be improved and/or better integrated into plan's narrative</p>	<p>Coverage of client objectives and corresponding management recommendations are very basic</p> <p>Weak coverage of management recommendations</p> <p>Management alternatives not well covered</p> <p>Limited data and supporting information provided, and/or very little connection made to narrative within the plan</p>	<p>Coverage of client's objectives is incomplete</p> <p>Recommendations are not substantiated, or invalid for situation</p> <p>No alternative management options provided</p> <p>Significant omissions in necessary data and support information, or incorrect</p> <p>No connects were made between the data and/or supporting information, and the narrative within the plan</p>
<p>Organization of the plan</p> <ul style="list-style-type: none"> - Content in a logical and readable format for the client 	<p>Includes a very thorough array of plan elements in a logical and readable order, to facilitated the client's understanding of the plan and its recommendations</p>	<p>Includes the major plan elements in a logical and readable order to facilitate the client's comprehension</p>	<p>Includes most of the recommended plan elements and/or presents the elements in an order that makes it somewhat difficult for the client to comprehend</p>	<p>Significant voids in coverage of necessary plan elements, and/or organized in such a way as to probably make the plan of little use to the client</p>
<p>Presentation quality</p> <ul style="list-style-type: none"> - Written at a level suitable for the client - Grammatically correct - Proper and effective use of visuals: charts, maps, pictures 	<p>The plan is written at a level suitable for the client to easily understand and implement</p> <p>Has no grammatical errors</p> <p>Visuals are easy to read and understand, and are located appropriately within the plan</p>	<p>The plan is written at a level suitable for the client to understand and implement</p> <p>Has few, if any, grammatical errors</p> <p>Visuals are generally easy to read and understand, and are located appropriately within the plan</p>	<p>The plan uses terminology not usually understood by the client, and/or is written in a way that the client would have a difficult time comprehending</p> <p>Several grammatical errors present</p> <p>Visuals are poorly labeled, poorly created (ex. hand written/drawn), and/or not well located to facilitated the clients understanding</p>	<p>The plan is difficult to understand due to it being poorly written or has a weak narrative within the plan</p> <p>Grammatical errors are common</p> <p>Lacking in suitable visuals to support the plan, and/or the quality is such that they would have limited, if any, use to the client</p>

D. Internship Employer Evaluation of Intern Form

Questions used for the Conservation assessment measurement tool are:

1. Relations with Others
2. Attitude-Application to Work
3. Self-Confidence
4. Judgment
5. Dependability
6. Ability to Learn
7. Quality of Work
8. Overall Performance

E. Senior Exit Survey