Graduate Certificate in  
Wildlife Recreation & Nature Tourism  

Assessment Plan (draft)  
February, 2008

I. Student Learning Outcomes  
When students complete the program they will be able to….  
1. Understand and articulate the social, economic, and environmental conditions that warrant the need for the pursuit of sustainable community development (SCD) with Wildlife Recreation & Nature Tourism (WRNT) as a fundamental vehicle for achieving such.  
2. Understand and articulate the breadth and depth of a WRNT development model, applied to a SCD context, domestically or internationally.  
3. Effectively apply a SCD-based WRNT framework and facilitative process to a community of their choosing.  
4. Active professional development and engagement through organizations, associations, and self reflection as indicators of ones commitment to outcomes 1 – 3.

II. Identification of where Outcomes are Being Achieved  

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Courses</th>
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<tbody>
<tr>
<td>1. Understand and articulate the social, economic, and environmental conditions that warrant the need for the pursuit of sustainable community development (SCD) with Wildlife Recreation &amp; Nature Tourism (WRNT) as a fundamental vehicle for achieving such.</td>
<td>ESM 620 Wildlife Rec, Ntr Tourism, &amp; Sust-B Sys</td>
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<tr>
<td>2. Understand and articulate the breadth and depth of a generic WRNT development model, applied in a SCD context, domestically or internationally.</td>
<td>X</td>
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<td>3. Effectively apply a SCD-based WRNT framework and facilitative process to a community of their choosing.</td>
<td>X</td>
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<td>4. Active professional development and engagement through organizations, associations, and self reflection as indicators of ones commitment to outcomes 1 – 4.</td>
<td>X</td>
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Note: the “+” in each cell of ESM 750 reflects significantly high attention to overall outcome measurement, recognizing that it is here that each student’s entire applied curriculum is synthesized.
III. Assessment Tools used to Measure Outcomes

- **E-Portfolio.** Students will begin an e-portfolio in the ESM 620 course primarily in the form of a webpage. Additional content elements will be developed in each of the core courses, plus the Directed Electives of their choice. The final portfolio will address all five program outcomes. Portfolios will be published on the SCD Resource Site in D2L. The portfolio will be reviewed as part of their final grade in ESM 750 (and as part of the oral exam if the student chooses to utilize the WRNT track as the focus for pursuing the SCD Masters degree Option II of AGED).

Portfolio Components:

- Resume, Professional Philosophy, & Autobiography (ESM 620)
- Project Description & Community Profile (ESM 620 and refined throughout)
- Natural Resource Inventory & Wildlife Mgt Plan (ESM 645)
- Visitor Mgt and Education Plan (ESM 645)
- Hospitality Inventory and Business Plan (MNGT 655)
- Site Plan Assessment and Conceptual Design Plan (ESM 711)
- Refinement of entire model and development of Implementation Plan (ESM 750)
- Self Reflections on the portfolio artifacts and the impact of the overall program

- **Core Course Survey.** Students will be asked to complete a survey at the completion of the core courses (ESM 620, 645, 711, 750, and MNGT 655). This survey will ask students to rate how well the courses prepared them for each of the three outcomes and to respond to open ended questions about the program strengths, areas of concern, and suggestions for improvement.

IV. Timetable Indicating the Cycle of Assessment and Continuous Improvement

- Recognizing that we are in the fourth year of course delivery, but also contemplating a significant refinement with the emergence of the National Geographic, Geotourism Charter model that we wish to integrate, the portfolio rubric will be phased in over the next year.
- All outcomes will be assessed at the same time. Once each year the program coordinators will meet to review the data collected from the e-portfolios and core course surveys.
- The assessment process will also be reviewed at the annual meeting and this plan will be updated accordingly

V. Data Presentation and Discussion Process

- Each portfolio will be reviewed by the Coordinators. A summary of the reviews will be compiled by the Program Assistant serving the program. Selected e-portfolios may also be reviewed during the annual review.
- The core course survey responses will be compiled by one of the academic department associates serving the program. Simple statistical procedures will be used to summarize numerical ratings. Comments and responses to open ended questions will also be compiled for the annual review.

VI. Implementation of Revisions Based on Assessment Results

- Suggestions for revising the specific courses, overall curriculum, or this assessment plan will be taken back to the appropriate department members for review. Minor changes to courses will be suggested to the appropriate instructor(s) for consideration. Any major changes will follow the appropriate campus procedures.
VII. Results Availability
• Assessment results will be made available to students through the D2L SCD resource site (students are added to this site upon registration for ESM 620, the first core course).

WRNT Portfolio Review Rubric

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<th>Exemplary</th>
<th>Commendable</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<td>1.</td>
<td>Understand and articulate the social, economic, and environmental conditions that warrant the need for the pursuit of sustainable community development (SCD) with Wildlife Recreation &amp; Nature Tourism (WRNT) as a fundamental vehicle for achieving such.</td>
<td>• Portfolio reflects a comprehensive understanding and creative ability to articulate and apply the integrated dynamics of the ecologic, social, and economic drivers for a SCD-based WRNT model</td>
<td>• Portfolio reflects a comprehensive understanding, but less than total ability to articulate the integrated dynamics of the ecologic, social, and economic drivers of a SCD-based WRNT model</td>
<td>Does not meet one or more criteria at the acceptable level for this learning outcome</td>
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<td>• Portfolio reflects a comprehensive and professional understanding, and creative ability to articulate and apply the breadth and depth of a SCD-based WRNT model for domestic or international communities</td>
<td>• Portfolio reflects a comprehensive understanding, but less than total ability to articulate the applied breadth and depth of a SCD-based WRNT model for domestic and/or international communities</td>
<td>• Portfolio reflects a full understanding of the model with limited gaps, and/or limited ability to articulate the applied breadth and depth of a SCD-based WRNT model for domestic and/or international communities</td>
<td>Does not meet one or more criteria at the acceptable level for this learning outcome</td>
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<td>2.</td>
<td>Understand and articulate the breadth and depth of a generic WRNT development model, applied in a SCD context, domestically or internationally.</td>
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<td>3.</td>
<td>Effectively apply the SCD-based WRNT framework and facilitative process to a community of their choosing.</td>
<td>• Portfolio holistically reflects a comprehensive and professional understanding of the SCD-based WRNT framework and the facilitative process by which it is beneficially applicable to the community of the student’s selection</td>
<td>• Portfolio holistically reflects full understanding of the SCD-based WRNT framework and the facilitative process by which it is beneficially applicable to the community of the student’s selection</td>
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<td>• Portfolio holistically reflects full understanding of the SCD-based WRNT framework and the facilitative process by which it is beneficially applicable to the community of the student’s selection</td>
<td>• With some limitations, portfolio reflects understanding of the SCD-based WRNT framework and the facilitative process by which it is beneficially applicable to the community of the student’s selection</td>
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| 4. Active professional development and engagement through organizations, associations, and self reflection as indicators of ones commitment to outcomes 1 – 4. | • Active leadership to at least one professional organization  
• Ongoing WRNT leadership in ones community  
• Comprehensive self reflection on professional growth through community engagement during the course of the program that addresses strengths and weaknesses and outlines a plan for sustained professional growth | • Active engagement in at least one professional organization  
• Active WRNT engagement in ones community  
• Critical self reflection on professional growth as a result of the program that identifies strengths and weaknesses and outlines a plan for future professional growth | • Belongs to a professional organization  
• Membership in a civic organization related to WRNT  
• Self reflection on professional growth as a result of the program that identifies strengths and weaknesses and develops a plan for future professional growth | Does not meet one or more criteria at the acceptable level for this learning outcome. |
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<td>5. Overall portfolio quality: creativity, organization, reference citations (APA), web design standards, writing/spelling.</td>
<td>• Portfolio is exemplary of creativity, functionality, and technical accuracy, and serves as a faculty recommended model for incoming students</td>
<td>• Portfolio is creative, functional, and technically accurate and is a strong indication of the capability of the student</td>
<td>• Portfolio is functional and technically accurate</td>
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**Wildlife Recreation & Nature Tourism - Core Course/Program Evaluation**

We are always looking for ways to further strengthen the Wildlife Recreation & Nature tourism (WRNT) program. As a participant you are our most valuable resource for evaluating the program as it presently exists. We have made significant changes in the past years, and we will continue to make changes when an area of concern is warranted. We appreciate positive reinforcement for the areas of strength in our program.

Please take a few minutes to tell us how well the core courses as a whole in the UWRF WRNT program prepared you to meet the following outcomes. Thank you for your time and effort in completing this most important survey.

Directions: Please X the box indicating how well prepared you are for each of the following outcomes as a result of the core courses of the WRNT program. Please provide comments identifying strengths and weaknesses of the program which reinforce your feeling of preparation.

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Well Prepared</th>
<th>Not Prepared</th>
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<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
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1) Understand and articulate the social, economic, and environmental conditions that warrant the need for the pursuit of sustainable community development (SCD) with Wildlife Recreation & Nature Tourism (WRNT) as a fundamental vehicle for achieving such.

Comments:

2) Understand and articulate the breadth and depth of a generic WRNT development model, applied in a SCD context, domestically or internationally.

Comments:

3) Effectively apply the SCD-based WRNT framework and facilitative process to a community of your choosing.

Comments:
Please answer the following questions.

1. What were the greatest strengths of the UWRF Wildlife Recreation & Nature Tourism core courses and program as a whole?

2. What were the areas of concern of the UWRF Wildlife Recreation & Nature Tourism core courses and program as a whole?

3. What changes would you recommend for the UWRF Wildlife Recreation & Nature Tourism core courses and program as a whole?