



Academic Program Assessment Report for AY 2018-2019

(Due: May 1, 2019)

Program: Wildlife and Natural Resources

Date report completed: 5/24/19

Completed by: Claire Ramos

Assessment contributors (other faculty involved): _____

Please describe the 2018-2019 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals:

The Biology Program provides the biological component of the liberal arts education. We promote student understanding of biological concepts relevant to the individual and society, and foster an appreciation of scientific inquiry. Biology is an integral subject for other majors' requirements and the Biology department is committed to fulfilling these service courses and general education for other departments.

The major of wildlife and natural resources leads to a Bachelor of Science (BS) Degree. In addition, supporting courses and general education courses in biology are available to meet a wide range of interests, backgrounds and needs. The Wildlife and Natural Resources Program emphasizes an understanding of fish and wildlife ecology and management with practical skills obtained during laboratory and field exercises. Graduates are prepared for positions with state and federal agencies, tribal departments, and conservation organizations or higher academic degrees. Carefully supervised career planning is provided to all students.

Program Goals

- To provide students with the necessary background to successfully pursue graduate study towards a professional career in wildlife and natural resources;
- To prepare students upon graduation to enter field positions in government or private industry; and,
- To supply students with the necessary coursework to obtain professional certification as associate fishery or wildlife biologists.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

| A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan. | B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year) | C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process. | D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N). | E. What is the expected proficiency level and how many or what proportion of students should be at that level? | F. What were the results of the assessment? (Include the proportion of students meeting proficiency.) | G. What were the department's conclusions about student performance? | H. What changes/improvements to the <u>program</u> are planned based on this assessment? |
|---|--|--|---|--|---|--|--|
| SLO 1: Students will develop a broad-based knowledge of concepts and terminology in organismal, and ecological biology. | Never | MFAT | 11 WANR students enrolled in BIOL 493 in Fall 18 and Spring 19 | 75% of students at 50 th percentile nationally in organismal biology and ecology | 64% (7/11) of students were above the 50 th percentile for organismal biology and 82% of students (9/11) were above the 50 th percentile for Population Biology, Evolution and Ecology. | Scores on the Population Biology, Evolution and Ecology portions of the MFAT were above our goal, however we were below our goal for organismal biology. Our samples very small and this may not represent a consistent pattern. | There are no plans to change the program at this point until we collect more data. |
| SLO 2: Students will know the taxonomy, ecology and natural history of flora and | Never | Taxonomy exam | All 18 enrolled students in BIOL 484L were assessed on | 75% of students at 70% or above. | 72% (13/18) of students scored a 70% or above. | This is modestly lower than our stated goal. However, the data set is small and it might be better to | There are no plans to change the program at this point until we collect more data. |

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| fauna in southern Colorado and the desert southwest. | | | the first of their two taxonomy exams | | | assess both taxonomy exams. | |
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Comments on part I: This is our first year assessing this program. Rubrics for SLO 3 and SLO 4 are still in development and will be completed in the next year.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2018-2019 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

| A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan. | B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year. | C. What were the recommendations for change from the previous assessment column H and/or feedback? | D. How were the recommendations for change acted upon? | E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations? |
|--|--|--|--|---|
| N/A | N/A | N/A | N/A | N/A |

Comments on part II: We have no previous cycles, so we cannot close the loop this year.