

Conservation Biology Assessment Plan (effective Fall 2017)

Direct and Indirect Assessment measures

Program Learning Outcomes	Direct Measures	Indirect Measures	Cycle of Assessment (A-E-C)
Summarize the ecological components of natural environments.	Final research project in the capstone seminar (BIO 495) using a department developed rubric applied by two faculty members to the project	Exit interviews with graduates in BIO 495 (the capstone course)	Assess: Year 1 Evaluate: Year 2 Change: Year 3
	Writing samples using rubric applied by two faculty members in BIO310	Overall average course grades from BIO370	Assess: Year 1 Evaluate: Year 2 Change: Year 3
Evaluate ethical implications of human impact on the environment	Final research project in the capstone seminar (BIO 495) using a department developed rubric applied by two faculty members to the project	Exit interviews with graduates in BIO 495 (the capstone course)	Assess: Year 1 Evaluate: Year 2 Change: Year 3
	Record the number of students participating in service learning projects at Creekside (volunteering at Creekside to help maintain the site, participation in outreach programs at Creekside)	Grades assigned to students in BIO300	Assess: Year 1 Evaluate: Year 2 Change: Year 3
Communicate complex environmental problems using multiple modes of communication to audiences with varying degrees of environmental knowledge.	Final research project in the capstone seminar (BIO 495) using a department developed rubric applied by two faculty members to the project	Evaluative survey received from internship site supervisors at the completion of each student's internship.	Assess: Year 2 Evaluate: Year 3 Change: Year 4
	Final project/final exam required in BIO 404 and assessed through a departmental rubric applied by two faculty members.	Questionnaires administered to current students in the program, dealing with students perception of their own leaning.	Assess: Year 2 Evaluate: Year 3 Change: Year 4
Create solutions for complex environmental issues using a multidisciplinary approach in a team-centered environment	Internship portfolio in BIO 491 using another rubric developed by the department and applied by two faculty members in the department	Evaluative survey received from internship site supervisors at the completion of each student's internship.	Assess: Year 2 Evaluate: Year 3 Change: Year 4
	Graduates' skills in the workplace rated by employers	Course evaluation items related to the overall course or curriculum quality that prepares students to create solutions to environmental issues.	Assess: Year 2 Evaluate: Year 3 Change: Year 4

Assess management solutions for the remediation/restoration of degraded environments.	Internship portfolio in BIO 491 using another rubric developed by the department and applied by two faculty members in the department	Exit interviews with graduates in BIO 495 (the capstone course)	Assess: Year 3 Evaluate: Year 4 Change: Year 5
	Writing samples using a pre-determine rubric in upper level courses BIO370	Reputation of graduate programs accepting graduating students.	Assess: Year 3 Evaluate: Year 4 Change: Year 5
Interpret environmental data from peer-reviewed experiments.	Final project/final exam required in BIO 404 and assessed through a departmental rubric applied by two faculty members.	Graduate survey data gathered through the institutionally conducted alumni surveys regarding employment and graduate perceptions of their learning	Assess: Year 3 Evaluate: Year 4 Change: Year 5
	Portfolio artifacts	Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community	Assess: Year 3 Evaluate: Year 4 Change: Year 5