

New SLO/Academic Assessment Plan Submission Form

Check one:

- New Certificate Academic Assessment Plan
- New Undergraduate Academic Assessment Plan
- New Graduate Academic Assessment Plan
- New Professional Academic Assessment Plan
- New Student Learning Outcome (SLO)

Major: CEG - NRP

College: AG

Effective term and year of implementation: Term: Spring Year:2015

IMPORTANT: If you are submitting an **Academic Assessment Plan**, please enter your plan into Compliance Assist, and then submit this form to the approvals submission site. Once we receive this form, we will download the plan for committee review. You do not need to restate the SLOs on this form because the SLOs are in the Plan. Instead, skip items 1-5 and go directly to items 7 and 8, the Department and College Contact Sections.

If you are submitting one or more new **Student Learning Outcomes (SLOs)**, please complete items 1 through 6.

1. Include the new SLO here:

2. Indicate the areas of the SLOs:

Undergraduate: Content Critical Thinking Communication

Graduate: Knowledge Skills Professional Behavior

3. What types of assessments will be used?

- Course-related Exam Capstone
- Final Paper/Project/Presentation Course Grades
- Course Assessments/Assignments Standardized Exam
- Other – please describe here

4. What assessment methods will be used?

- Rubric
- Single Faculty Member

Other:

5. Who applies the method?

Faculty Committee

Single Faculty Member

6. Describe the individual student assessments and the assessment method that will be used to measure each SLO.

7. Department Contact

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School of Forest Resources & Conservation

Natural Resource Policy & Administration Graduate Certificate

Mission Alignment

The SFRC is part of the University of Florida's Institute of Food and Agricultural Sciences with four missions: undergraduate education, graduate education, research and extension. Our programs provide: (1) a rich personal educational experience for students; (2) new discoveries and applications that enrich lives, communities and natural resources; and (3) lifelong learning opportunities for professionals, policy makers, landowners, youth and the general public. The Graduate Certificate in Natural Resource Policy & Administration aims to address policymaking and administration for natural resource professionals nation-wide and/or provides a natural resources focus as part of the studies of law, economics, and policy. Intended for working professionals with significant natural resource management experience and/or graduate students. This program directly supports and enhances our mission through providing education to individuals who might otherwise be unable to attend the University of Florida.

Student Learning Outcomes

At the conclusion of the Certificate program courses, students will be able to:

- 1) Apply knowledge of major natural resource policies and institutions, public policy processes, policy evaluation/recommendation, stakeholder communication, and/or organizational management to public policy issues.
- 2) Analyze and synthesize relevant primary information sources, such as technical reports and scientific publications.
- 3) Apply analytic and managerial tools and techniques to identify and address natural resource conflicts, human dimensions of natural resource management, and natural resources public policy issues.
- 4) Assess environmental, social, economic, and institutional implications of natural resource policies on natural resource management.

Program Goals

Seventy percent of students assessed are expected to be considered "successful" (as determined through specific assessment methods described below) within each distinct outcome.

Assessment Timeline

Direct assessment of the Student Learning Outcomes is conducted in the two required courses for the Natural Resource Policy & Administration Graduate Certificate.

SLO	Assessed Spring	Assessed Fall	Assessed Summer
1	FOR6934 NR Policy & Admin – Journal-ready paper	FOR6543 – Weekly assignments FOR6934 Legal Concepts – TBD Fall 2015	FOR6934 Conflict – Conflict Analysis Plan
2	FOR6934 NR Policy & Admin – Journal-ready paper	FOR6543 – Weekly assignments FOR6934 Legal Concepts – TBD Fall 2015	FOR6934 Conflict – Weekly discussions
3	FOR6934 NR Policy & Admin – Journal-ready paper	FOR6543 – Weekly assignments FOR6934 Legal Concepts – TBD Fall 2015	FOR6934 Conflict – Conflict Analysis Plan
4	FOR6934 NR Policy & Admin – Journal-ready paper	FOR6543 – Weekly assignments FOR6934 Legal Concepts – TBD Fall 2015	FOR6934 Conflict – Weekly discussions

Indirect assessment as described below will be conducted during the final term of the student's pursuit of the Graduate Certificate.

Assessment Cycle

Student can choose four courses from a group of six to complete their certificate. Student Learning Outcomes are assessed for students in the program in four out of the six possible course choices.

Assessment:	Direct assessment varies by student course choice Indirect assessment varies by student (final term)
Analysis and Interpretation:	January-February
Improvement Plans:	February
Reporting:	September

Methods & Procedures

Student Learning Outcomes are assessed in four of the six course choices for the program.

Assignment descriptions:

FOR6543 Natural Resource Economics & Valuation, Aggregate Weekly Assignment Grades (SLOs 1-4)

Students are given weekly written assignments that relate to a corresponding textbook chapter.

FOR6934 Natural Resource Policy & Economics, Journal-Ready Paper (SLOs 1-4)

This assignment asks students to merge work from Assignments 2 – 4 into a cohesive paper that (under the right conditions) could be submitted for peer review and possible publication with a scientific journal. In addition to the sections students have already developed (introduction, methods, literature review, results, and discussion), they will also include conclusion section, and

an abstract that is no more than 250 words long. Primarily, the conclusion section should restate the highlights of the paper – what was the research question, what hypotheses are posed and tested, what methods are used, what your major findings are, whether/how they are different from other studies, and what the implications are for society? If written well, the conclusion section should be an excellent synopsis of the paper. A good conclusion section will also suggest questions for future research, which are specific suggestions about how future research might build on your work to answer additional research questions. The abstract should provide a summary of the paper to potential readers, and should be consistent with a style expected for your field.

FOR6934 Conflict & Collaboration in Natural Resources

Conflict Assessment Analysis Plan (SLOs 1 & 3): This final paper provides an opportunity for students to apply concepts from throughout the semester towards an in-depth analysis of a natural resource conflict. From examining conflicts around a bottled water company’s interests to use a local spring, to motorized and non-motorized access to a local recreation area, to development efforts that endanger forest habitat for a sensitive plant or animal species, this course takes a practical approach to applying concepts and methods to analyze a local natural resource conflict, evaluate different components of the conflict, and recommend whether or not a collaborative or negotiation process should proceed, based on the information students were able to obtain.

Weekly Reading Class Discussions (SLOs 2 &4): Questions on weekly readings will foster on-line discussions and may apply a reading’s main points to student’s own case study or personal experience. Discussion questions also demonstrate student’s understanding of the concepts and frameworks being addressed. Students will also be required to respond critically (in agreement or disagreement) to another student’s weekly discussion question two times during the duration of the course.

FOR6934 Practical Legal Concepts (SLOs 1-4)

Paper (details TBD – course will premiere Fall 2015)

Weekly Discussions grades in FOR6543 and FOR 6934 Conflict will be averaged and median score percentages will be used to determine whether the outcome was met successfully (80% or higher). All other assignments will be scored separately from course grades for SLO assessment instructors will use the following rubric:

Outcome	Criteria	2 Points	1 Point	0 Points
1	Applies theoretical knowledge of policy process or economics to natural resource management and/or administration.	Substantive and factual information is used throughout the essay. Clear connection of core concepts of natural resource policy, management, and administration.	Relevant content includes non-related ideas or major errors in factual information.	Content is not relevant to natural resource policy and/or administration.
2	Utilizes relevant literature sources in a meaningful way.	Relevant evidence from referenced literature supports conclusions.	Includes largely irrelevant sources and/or minimal references.	No reference made to relevant literature.
3	Describes techniques and approaches to managing human dimensions aspects of natural resource management, policy, and/or administration.	Appropriate tools and techniques are identified and described; and best practices for each are addressed.	Minimal description. Best practices and implementation omitted. Techniques may be inappropriate.	Techniques or approaches are not described or not included.
4	Assesses implications of policy implementation to resource management.	Multiple dimensions of implications are addressed and explored, especially human dimensions.	Discussion of implications is incomplete or includes only one dimension. Human	No discussion of implications is included.

			dimensions aspects may be omitted.	
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Scores of “2” are considered successful for rubric-scored assignments. For program evaluation purposes, 70% of students assessed are expected to be successful within each distinct outcome.

In addition to these direct assessments, students will be given a self-reflective survey to indirectly assess their perceptions of learning and confidence relative to intended outcomes. This assessment is triggered by the individual application to receive the Graduate Certificate at the end of the program. The surveys will be administered through Qualtrics with the option of anonymity and collected by Sandra Houder.

Data obtained through both direct and indirect assessments will be compiled and reviewed by the online programs office, Distance Education Committee, and Graduate Programs Committee in the School of Forest Resources & Conservation. Weaknesses identified and/or changes needed will be implemented directly and promptly via these groups.

Assessment Oversight

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