

2012-2013 Undergraduate Academic Assessment Plan

Wildlife Ecology and
Conservation

College of Agricultural
and Life Sciences

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Mission Statement

The mission of the Department of Wildlife Ecology and Conservation is to foster education, expand knowledge, and reward scholarship, using multi-disciplinary approaches, for the purpose of understanding, managing, and conserving biological resources. Our mission reflects the Department's role in advancing the mission of the University and the College of Agricultural and Life Sciences to provide its undergraduate students with a high quality education that results in knowledge and abilities for gainful employment and additional education, productive citizenship, and lifelong learning in a diverse, global world society.

The primary goal of our teaching, research, and extension programs is to develop and communicate the knowledge necessary for enhancing the conservation and management of wildlife and their habitats for the greatest aesthetic, ecological, economic, and recreational values in Florida, the nation, and the world.

Student Learning Outcomes (SLOs)

Content

1. *Acquire knowledge of scientific, social, and ethical arenas of wildlife ecology and conservation; acquire skills for critical reasoning in conservation management; acquire knowledge of Florida wildlife species and their biology, ecology, natural history, and behavior; describe principles and applications of wildlife management practices, population dynamics, and habitat management; and apply biological principles to solve problems in wildlife conservation and preserve biological diversity.*

Critical Thinking

1. *Apply ecological, mathematical, and statistical concepts to interpret, understand, and communicate wildlife ecology and conservation data.*

Communication

1. *Create, interpret, and analyze written text, oral messages, and multimedia presentations used in agricultural and life sciences.*

Curriculum Map

Curriculum Map for:

Wildlife Ecology and Conservation

College of Agricultural and Life Sciences

Key: Introduced

Reinforced

Assessed

Courses SLOs	AEC 3033C	AEC 3030C	WIS 2920	WIS 3401	WIS 3402/3402L	WIS 4203C or WIS 4554	Additional Assessments
Content Knowledge							
#1			I	R	R	A = Comprehensive Final Exam Week 16	
Critical Thinking							
#1			I	R		A = Comprehensive Final Exam Week 16	
Communication							
#1	I, R A = Course Grade	I, R A = Course Grade	I	R	R	R	

Assessment Cycle

SLO's will be assessed via comprehensive final exams and final course grades in specified courses. Each year, data will be collected, analyzed, interpreted, and used to modify programs. Every 3 years, data will be summarized, examined for long-term trends and program evaluation, used to set long-term goals and modify programs, and disseminated.

Assessment Cycle Chart

Assessment Cycle for:

Wildlife Ecology and Conservation

College of Agricultural and Life Sciences

Analysis and Interpretation:

May-June each year, 2011-2016

Improvement Actions:

Completed by August 15 each year, 2011-2016

Dissemination:

Completed by September 15, 2013 & 2016

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		√	√	√	√	√	√
Critical Thinking							
#1		√	√	√	√	√	√
Communication							
#1		√	√	√	√	√	√

Methods and Procedures

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Acquire knowledge of scientific, social, and ethical arenas of wildlife ecology and conservation; acquire skills for critical reasoning in conservation management; acquire knowledge of Florida wildlife species and their biology, ecology, natural history, and behavior; describe principles and applications of wildlife management practices, population dynamics, and habitat management; and apply biological principles to solve problems in wildlife conservation and preserve biological diversity.	Comprehensive Final Exam Week 16	Rubric
Apply ecological, mathematical, and statistical concepts to interpret, understand, and communicate wildlife ecology and conservation data.	Comprehensive Final Exam Week 16	Rubric
Create, interpret, and analyze written text, oral messages, and multimedia presentations used in agricultural and life sciences.	Course Grades	Rubric

SLO's will be assessed directly via comprehensive final exams in WIS 4203C or WIS 4554 (Students are required to take one of these two WIS courses) and via final course grades in AEC 3033C and AEC 3030C. A sample rubric for grading final exams in the WIS courses:

Grade	Description of some criteria used in assessing questions and exams
A (Excellent; ≥90%)	Specific fundamental questions answered; pertinent and detailed information from lecture, discussion, and assigned readings incorporated to justify answers and provide need evidence; answers maintain focus and avoid tangents; information presented clearly, concisely, and in an organized manor; and does much more than restating the questions and providing a brief response
B (Good; 80-89%)	Specific fundamental questions answered but not as well as “A”; some pertinent and detailed information from lecture, discussion, and assigned readings is incorporated to justify answers and provide need evidence but less thoroughly and/or relevantly than “A”; answers usually maintain focus but occasionally deviates from the specific topic; information presented fairly clearly and concisely, and may have minor organizational issues; and does more than restating the questions and providing a brief response
C (Satisfactory; 70-79%)	Specific fundamental questions answered in part, but does not address all components or relate directly to the fundamental question; pertinent and detailed information from lecture, discussion, and assigned readings is not adequately incorporated to justify answers and provide needed evidence, and may include unfounded statements; answers usually maintain focus but deviates from the specific topic more than “B”; sometimes presents information unclearly and/or has organizational issues; simply restates questions and provides brief, undeveloped responses
D (Unsatisfactory; 60-69%)	Specific fundamental questions not directly answered; pertinent and detailed information from lecture, discussion, and assigned readings is not incorporated to justify answers and provide needed evidence, does so minimally and/or irrelevantly, and/or includes many unfounded statements; answers not focused and/or deviate significantly from the specific topic; has significant clarity and organizational issues; simply restates questions and provides irrelevant or undeveloped responses
E (Failing; ≤59%)	Specific fundamental questions not answered in any way; pertinent and detailed information from lecture, discussion, and assigned readings is not incorporated to justify answers and provide needed evidence; answers not focused and/or deviate significantly from the specific topic; has significant clarity and organizational issues that may make it incomprehensible

Course grades for AEC 3030C and AEC 3033C are provided each semester in a report from the CALS Dean’s Office.

SLO’s will be assessed indirectly by examining enrollment and retention and graduation rates.

Assessment Oversight

This Academic Assessment Plan for the Department of Wildlife Ecology and Conservation Undergraduate Program will be overseen by the Wildlife Ecology and Conservation Undergraduate Program Committee, including the Undergraduate Program Coordinator and five Wildlife Ecology and Conservation undergraduate faculty that teach in the program.

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