

UNIVERSITY OF ALASKA FAIRBANKS
Student learning Outcomes Assessment Plan
B.S., Natural Resources and Environment

College of Natural Sciences and Mathematics

Expanded Statement of Intuitional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
Mission Statement: UAF and Department of Natural Resources and Environment is committed to providing quality education through close student- faculty relationships, development of critical thinking and decision making skills, student participation in research and other scholarly activities, and recognizing student's individual interests and needs. Goal Statement: NRE majors will become professionals with knowledge of natural resources and related applied fields. They will have basic knowledge in the tools necessary to make responsible decisions concerning successful long term management for human use, maintenance, and protection of natural resources.	Graduates should be able to synthesize knowledge in the foundational areas of natural sciences, economics and other social sciences, ethics, and policy and to use them in thinking through problems to develop meaningful solutions, and should have reached cognitive and personal development levels to enable responsible decision making process as it relates to management of natural resources and to life in general	1. Selected 300 and 400-level course exams, term papers, and other projects will be reviewed with the following rubrics*: Critical Thinking (CT), Decision Making (DM), Quantitative Analysis (QA), NRE Concepts (NC), Sustainability Science (SS), Oral Communication (OC), Written communication (WC), and Inquiry and Analysis (IA), where 1 = benchmark, 2 and 3 = milestones, and 4 = capstone. The CT, DM, QA, NC, SS, and IA rubrics relate to the goal of successful responsible decisions; all rubrics relate to the goal of students becoming professionals. *Several were based on the Association of American Colleges and Universities (AACU) VALUE Rubrics, others were developed specific to our program.	1. During each term the instructors teaching 300 or 400-level classes will evaluate an exam, assignment or class project with the eight rubrics. The chair of the SLOA committee will develop a sampling matrix and coordinate with the instructors to ensure an even distribution of exams, assignments, and other class projects. The exam, assignment or other project to be evaluated will be selected at the beginning of the semester. The chair of the SLOA committee will summarize results and submit the biennial summary. 2. At the URSA Research Day, the SNRE Director of Academic Programs, SNRE Director of Research, and, faculty advisors of students presenting, and any other SNRE faculty in attendance will evaluate posters using

		Scores will be summarized (e.g., mean, median, distribution) across subjects and within assignment type (e.g., poster, exam, assignment, etc.). Scores => 3.0 will be taken as evidence of competence related to the goal. 2. Posters presented by SNRE students at the Undergraduate Research and Scholarly Activity (URSA) Research Day and other forums (e.g., conferences) will be evaluated with the CT, DM, QA, NC SS, OC, and WC rubrics (as applicable). 3. The SNRE Director of Academic Programs will conduct exit interviews with graduating students. A semi-structured interview will be used, allowing the identification of barriers to achieving learning outcomes and elements of the program that contributed most to learning outcomes. 4. Graduates will be tracked to assess career advancement.	the rubrics. The chair of the SLOA committee will summarize results. 3. Each spring the NRE Department Chair will conduct exit interviews with graduating seniors. The Chair will summarize results. 4. The NRE Department Chair will task the academic program assistant with the responsibility of tracking graduates. A qualitative report will summarize employment in the Natural Resources Management field.
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