1. Assessment information collected
   i. The Outcomes Assessment Committee randomly selected two senior theses (required of all NRM B.S. students) from each academic year since 2002 and evaluated them for overall content and writing quality.
   ii. We sent a survey to undergraduate students who graduated in the last 5 years to determine where they are employed and to get their impressions of the strong and weak points in the NRM degree program.

2. Conclusions drawn from the information summarized above
   i. We judged the overall quality of theses to be quite good, but with a great deal of variability among theses and no discernible change in quality over time. Thesis quality seemed to be a function of the individual student’s overall academic abilities but perhaps to some degree of the thesis advisor. We have found over the years that while some students seem to find senior thesis a valuable learning experience, some struggle through it and do not find it a good learning experience.
   ii. The return rate for the survey was low, making it difficult to draw strong conclusions. However, some trends were discernible. For example, several students mentioned high points were field work and field courses and courses that helped them learn to think critically and solve problems or those which were application oriented. The university core was mentioned as being fairly non-useful. A quote illustrates the student’s perceived weakness of the core: “Some university degree requirements were too elementary (like the 100-level English, communications, and economics requirements).” On the other hand, at least one student mentioned COMM 131 as one of the courses he/she found most useful.
3. **Curricular changes resulting from conclusions drawn above**

i. We are considering making senior thesis an optional course among several for students to gain a broader experience in different types of independent research.

ii. We strongly support changes to the UAF core. We are more strongly emphasizing critical thinking, problem solving, and decision making as we make major modifications to all of the programs in our baccalaureate degree programs. Field courses continue to be difficult to offer in the normal semester. Summer field courses have not been well populated in the past but Maymester might offer new opportunities and perhaps field courses could be incorporated in field research and outreach.

4. **Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

Several different faculty committees have participated in developing and implementing degree program changes.