1. Assessment information collected
   We examined the number of students passing their comprehensive exams. Exit interviews with graduating MNRM and NRM MS students were conducted by either Interim Dean Stephen Sparrow or Director of Academic Programs David Valentine (after June 30, 2015).

2. Conclusions drawn from the information summarized above
   Fourteen students started and/or finished their comprehensive exams during the review period: 11 took written comps (of which seven followed up with an oral exam) and three students took only the oral exam. All but one student passed their written and/or oral exams. It should be noted one student was retaking their exams in response to an earlier conditional pass.

   The exit interview questions most relevant to learning outcome assessment included “In what ways were your expectations not met?”, “Do you feel the NRM degree has prepared you for your post-degree plans (list specific factors)?”, and “Are there ways the NRM degree has failed to prepare you for your plans?”. We summarize responses to these questions below; numerals denote individual students:

   **Expectations not met?** 1. No mycology classes. 2. Need more NRM courses. 3. None really. 4. Distance delivery technology failures. 5. Some lack of clarity from Graduate School concerning how to wrap up program

   **Prepared for future plans?** 1. Gained lots of knowledge through courses and independent learning. Matured. Gained technical skills (stats, measurements, analysis). Developed independent learning competency. 2. GIS courses and research activities were very helpful. 3. Didn’t feel so prepared for immediate work, but more for future career work. 4. All research activities (listed several)
were helpful. 5. Good for entry into Peace Corps, but not for Red Cross. Some more seminar courses would help

Failed to prepare for plans? 1. Wanted more education in policy, agency functions (did not take courses from Prof. Joly). 2. Didn’t get applied skills. 3. Some professors and courses listed on website not available or not taught, but overall good experience. 4. Satisfied except that seminar class (NRM 692) was frustrating. 5. Need more relevant classes (for course-intensive MNRM program), including 1st year seminar in how to get funding and other related strategies relevant to graduate student life.

3. Curricular changes resulting from conclusions drawn above
Three semesters of NRM 692 (graduate faculty seminar) are required of NRM graduate students. Teaching responsibility for the course rotates among faculty, yielding inconsistent student experiences (as reflected in one of the exit interviews). We need to address how to ensure both high value and high participation among faculty. We have reassigned instructional responsibility for NRM601 (the Graduate Research Methods course) in an effort to make it a more useful course for generating proposals and obtaining funding. An additional consideration for SNRE is to ensure exams are consistent with regard to rigor, expectations, and grading.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting
David Valentine, Director of Academic Programs; Meriam Karlsson, Chair Department of Agriculture and Horticulture; Peter Fix, Chair, Department of Natural Resources Management.