

Conservation Biology Assessment Planning Report

MSCHE Assessment Plan Format

Program Learning Outcome Name	Program Learning Outcome	Outcome Year(s)	Assessment Method	Measurement Scale	Target
Competency of Tools 09-12	Be effective as a conservation biology professional by having mastered basic competencies: natural history broadly speaking, field methods, quantitative assessment and data analysis, taxonomic expertise in at least one major group of organisms, written and oral communication in technical-, popular- and policy-specific genres, familiarity with relevant policy, law and government at local, regional, national and international levels, ability to critique of evidence/research products/proposals/work plans/budgets, and awareness of issues of professional conduct and ethics. Specify context appropriate actions needed to protect and restore biological diversity, that is, endangered species recovery, designating ecological reserves, ecosystem restoration, captive breeding, population management, invasive species management, interfacing with the policy-making	2009-2010	Course Assignment	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard

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Competency of Tools 09-12	process, educating others, and combinations thereof.	2009-2010	Course Assignment	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard
		2010-2011	Course Assignment	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard
		2011 - 2012	Course Assignment	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard
Concepts of Biodiversity 09-12	Describe the concept of biodiversity and its key component concepts of taxonomy, ecology, genetics, geography, and evolution.	2009-2010	Course Grade	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students will meet or exceed expectations.
		2009-2010	Exam/Quiz - In Course	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed expectations
		2010-2011	Course Grade	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students will meet or exceed expectations.
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		2011 - 2012	Exam/Quiz - In Course	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed expectations
Goals of Conservation Biology	Articulate the goals of conservation biology, that is, to maintain biological	2009-2010	Course Assignment	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard	80% of students meet or exceed expectation s(>1.8)

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09-12	diversity in all its expressions.	2009-2010	Course Assignment	<0.5 - Does Not Meet Standard	80% of students meet or exceed expectations (>1.8)
		2009-2010	Exam/Quiz - In Course	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students will meet or exceed expectations (>0.8)
		2010-2011	Course Assignment	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed expectations (>1.8)
		2010-2011	Exam/Quiz - In Course	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students will meet or exceed expectations (>0.8)
		2011 - 2012	Course Assignment	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed expectations (>1.8)
		2011 - 2012	Exam/Quiz - In Course	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students will meet or exceed expectations (>0.8)
Importance of Biological Diversity 09-12	Explain why biological diversity is important, that is, nature's intrinsic and instrumental values.	2009-2010	Course Assignment	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students will meet or exceed expectations (>1.8 on 0-4 scale)
		2009-2010	Exam/Quiz - In Course	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students will meet or exceed expectations (>1.8 on 0-4 scale)
		2010-2011	Course Assignment	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students will meet or exceed expectations (>1.8 on 0-4 scale)
		2010-2011	Exam/Quiz - In Course	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students will meet or exceed expectations (>1.8 on 0-4 scale)
		2011 - 2012	Course Assignment	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard	80% of students will meet or exceed expectations (>1.8 on 0-4 scale)

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		2011 - 2012	Course Assignment	<0.5 - Does Not Meet Standard	80% of students will meet or exceed expectations (>1.8 on 0-4 scale)
		2011 - 2012	Exam/Quiz - In Course	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students will meet or exceed expectations (>1.8 on 0-4 scale)
Suggest appropriate actions to conserve biodiversity 09-12	Be able to identify and implement conceptually actions that are appropriate to mitigate particular threats to biological diversity in a diverse set of contexts including social, political and biological ones as well as combinations of them. Be an effective conservation biology professional by having mastered basic competencies: natural history broadly speaking; field methods; quantitative assessment and data analysis; taxonomic expertise in at least one major group of organisms; written and oral communication in technical-, popular-, and policy-specific genres; familiarity with relevant policy, law, and government at local, regional, national, and international levels; ability to critique evidence/research/products/proposals/work plans/budgets; and awareness of issues of professional conduct and ethics.	2009-2010	Capstone Assignment/Project	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard

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Threats to Biological Diversity 09-12	Describe the threats to biological diversity, that is, direct harvesting, habitat destruction, and introduction of non-native species, among others, and their interactions.	2009-2010	Final Project	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard
		2010-2011	Capstone Assignment/Project	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard
		2010-2011	Final Project	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard
		2011 - 2012	Capstone Assignment/Project	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard
		2011 - 2012	Final Project	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard
		2009-2010	Course Assignment	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard
		2009-2010	Exam/Quiz - In Course	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard
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		2011 - 2012	Course Assignment	0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard
		2011 - 2012	Exam/Quiz - In Course	>3.3 - Exceeds Standard 1.8 - 3.3 - Meets Standard 0.5 - 1.8 - Approaches Standard <0.5 - Does Not Meet Standard	80% of students meet or exceed standard