

# Student Learning Outcomes Assessment Summary

## Fisheries, B.S.

CFOS

AY16 and AY17, with supplements

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### 1. Assessment information collected

Compare individual scores of students in similarly-scored evaluations of term papers in the introductory and capstone courses; 80% of students who complete both courses will improve scores. *Of the 11 graduates from AY16 and AY 17, we were able to get comparable scores for 4. These came from Fish 101 and 110 and were compared to scores from Fish 487.*

Track retention rates and rate of graduation within 5 years as evidence of achievement. Eighty percent (80%) of undergraduates will be retained each year, and 50% of juniors will complete degrees in  $\leq 3$  years. *A PAIR data extract lists all Fisheries undergraduates, their enrollment status, class standing, and whether they graduated with a Fisheries degree by term for the period 1988-present.*

Eighty percent (80%) of graduates seeking employment in fisheries or aquatic sciences, or admission to a graduate program will succeed within one year of graduation. *No systematic survey has been conducted. Alumni contact information is not available.*

Compile and summarize mentor evaluations from the experiential learning internships as evidence of readiness for a professional position. 80% of students will be judged by mentors to have performed at a satisfactory level for an entry-level fisheries professional. *Internship mentors evaluate students' performance on 15 categories as well as overall at the midpoint and the end of their internship. Records for most students are collected by the Academics office of CFOS.*

Eighty percent (80%) of graduates will be "satisfied" or "very satisfied" overall, with the education they received in the Fisheries Program at UAF. *The exit survey has not been performed in recent years.*

### 2. Conclusions drawn from the information summarized above

Our main conclusion is that we need to ensure that we've clearly identified the individuals who will collect the OA data. Much of the OA data has not been collected

by the Department of Fisheries for several years due to confusion about who was responsible. We will fix this.

We have re-started the exit survey beginning with this year's graduates – the survey also asks for contact information so we can perform a follow-up one year in the future.

Another conclusion is that comparing term paper grades in 1<sup>st</sup> and 4<sup>th</sup> year courses tells us very little, as grading standards differ. We will implement a more comparable set of metrics to assess improvement between for these courses.

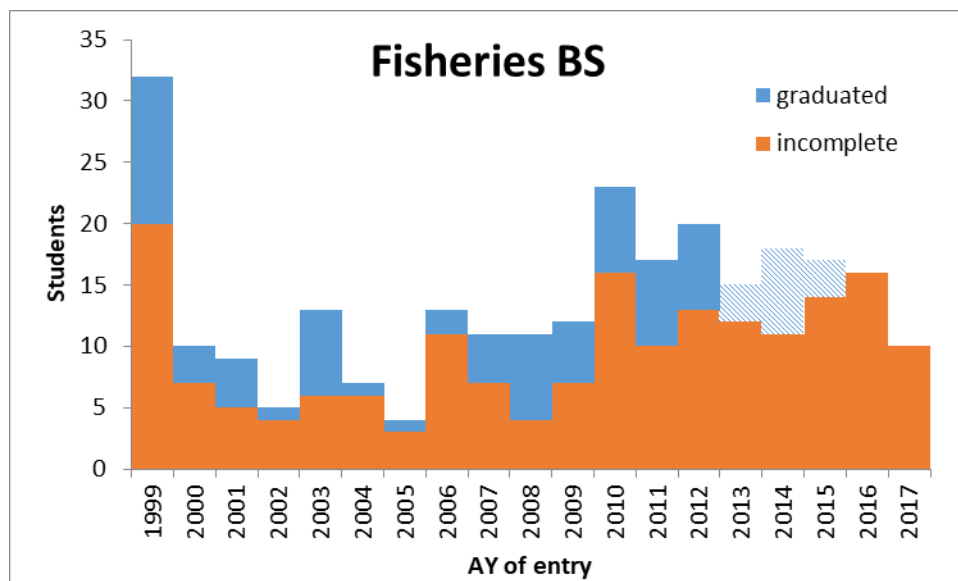
Data we do have:

Enrollment and retention: New enrollment in the BS degree has remained in the 10-20 range since 2010. Although the number of new enrollees in 2010 was only 10, early indications are that the 2018 cohort will be substantially larger, possibly an effect of changing the degree to include ocean sciences as well. During the period 2009-2016, PAIR data indicates a one-year retention rate of 82%, which is good compared to that of many other programs.

Faculty observations are that the loss of the Recruitment and Retention Coordinator position and a reduction in scholarships has hurt recruitment and retention efforts. Uncertainty about whether the degree would be moved away from UAF likely also hurt recent enrollments.

A part-time recruiter position has recently been added, and an expert committee study of CFOS has identified increasing student financial support as a priority for the college, which will hopefully result in action on this front. The addition of engaging new lower-division courses ensures that students now interact with Fisheries faculty every semester for their first two years, and the flipped character of two of these courses builds community in student cohorts, which may account for our strong retention figures.

Graduation: Of 72 enrollees during the period 2009-2012, 26 obtained a bachelor's degree in Fisheries, a rate of 36%. This rate does not include 17 students enrolling during this same period, whose status was "bachelor's intended" associated with the Fisheries program, none of whom earned a degree in Fisheries. However, due to limitations with the PAIR data extract, it also does not account for students entering as Fisheries majors who transferred and finished in another department, or those who were double majors who listed Fisheries as their second major.



Entering students by AY and whether they've graduated or not. Graduations after AY 2013 are shaded to indicate less than 5 years since entry.

Internships: Of 34 internship evaluations (BS and BA students combined) over the period Dec. 2014 to Aug. 2017, 24 (70%) received an overall score of 5, or "excellent", and only 2 (6%) received scores lower than 4 (3 is "satisfactory"). Based on these results, the interns are appreciated, which in addition to the practical experience students gain likely increases their employment opportunities and is good outreach for the Fisheries program.

Differences in term paper scores: Of 4 students (3 BS, 1 BA) for which we can compare term paper scores, scores increased for 1, stayed the same for 1, and decreased for 2. As different standards were used to score papers in the classes compared, these differences are meaningless.

### 3. Curricular changes resulting from conclusions drawn above

Curricular changes have recently been implemented to address the anecdotally-reported issue of a lack of engaging lower-division courses; students now have a Fisheries course every semester their first two years (102 and 110, 103, 261, then 288). Additionally, major changes resulted from the recent reorganization of the BS degree in Fisheries to a degree in Fisheries and Ocean Sciences, as well as the implementation of a joint BS degree in Fisheries with UAS. These major changes make some of the prior information less relevant.

It is too early to evaluate the effects of these changes to our BS degree. We anticipate adjustments to address any "growing pains" that pop up as these new degrees develop.

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

This report was first drafted by Department Chair Adkison with assistance from staff members G. Hazelton and C. Sutton. Comments, discussion, and edits by faculty members T. Sutton and Carothers and Academic Manager C. Sutton were incorporated.

**Has your SLOA plan been updated to include assessment of the program's Communication Plan, as required by Faculty Senate motion? (required for baccalaureate programs only)**

SLOA revision in progress.