

Student Learning Outcomes Assessment Summary

Wildlife Biology and Conservation, BS

Department of Biology and Wildlife

College of Natural Sciences and Mathematics

AYs of Data Collected Here: 2013 - 2014

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1. Assessment information collected

We have 113 - 122 students in the program and graduate 9 – 12 each year. Completion of calculus is a major obstacle to timely completion of the program because over 1/3 of our majors do not pass the preparatory course MATH 107 (Functions for Calculus) on the first attempt. We encouraged participation in Math Bridge for all students that had not completed Calculus with a grade greater than C minus. Twenty one students participated in Math Bridge from Biology and Wildlife. Seven of the eight students that completed the program in the semester earned a grade above C minus. Students that did not complete or did not participate in the Math Bridge program had an equal chance of passing or failing their courses in mathematics.

2. Conclusions drawn from the information summarized above

Math Bridge has the potential to increase success in Calculus and thus reduce the time to completion of the degree, which would probably increase graduation rates.

3. Curricular changes resulting from conclusions drawn above

We introduced Math Bridge as a required component of Introduction to Wildlife Science (WLF 101) at the freshman level to continue to collect data on math preparedness and to facilitate timely completion of Calculus, which is required for this and all other Bachelor of Science degrees at UAF.

We also replaced Comparative Anatomy (BIOL 317)with an elective to provide more flexibility in the program and added a section to WLF 322 (Principles and Techniques in Wildlife Management) to cover the basic anatomy of animals Furthermore, Wildlife Nutrition (WLF 460) expanded the laboratory class to include a "capstone" project that was combined with the presentations required for the course to increase critical and creative thinking .

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

Perry Barboza, Mark Lindberg, Kris Hundertmark, Abby Powell, Brad Griffith, Laura Prugh.

