

Student Learning Outcomes Assessment Summary

Wildlife Biology and Conservation, MS

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 22 students in the MS program for wildlife biology with an annual graduation rate of 5. The group makes 15 presentations at conferences each year. Eight recent graduates reported their employment status: five were employed with public agencies, one was working with a private consulting firm, one was working at a university and one was unemployed.

2. Conclusions drawn from the information summarized above

Approximately 23% of the enrollment graduates each year, which indicates an average time to completion of 4 years for this degree. Completion times are influenced by the number of field seasons required to collect data in some of these projects. Students are encouraged to present their work and many attend the annual meeting of the Alaska Chapter of The Wildlife Society that is also attended by many of the cooperating agencies that support our graduate research projects. The strong rate of employment of our graduates is related to visibility of their projects at local conferences and the continuing partnerships with State, Federal and private organizations.

3. Curricular changes resulting from conclusions drawn above

MS students are required to take at least 9 credits of course work for this program. WE made one change in the catalog to require that students take at least two graduate courses in Wildlife Biology or Biological Sciences within the same 9 credit allocation. Furthermore, we stipulated that students include at least one course from the following three options that are cross-listed in Biological Sciences and Wildlife Biology: Research Design (BIOL F602/ WLF F602), Scientific Writing (BIOL F604/ WLF F604) and Data Analysis in Biology (BIOL F680/ WLF F680).

In practice, our graduate advisory committees assign students one or more of the three courses we have listed. A change in the catalog makes this expectation clear for our students and our faculty and establishes those courses as a required part of our curriculum and course schedule.

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

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