

Program Assessment Plan and Schedule for Fall 2013 – Spring 2014

College: Business & Convergent Technologies

Program: Conservation Law Enforcement

<p>#1: <u>MISSION STATEMENT & PROGRAM</u> OUTCOMES: Due September 13: Submit to College Liaison</p> <p>ATTN: Has your program Mission Statement and/or Program Learning Outcomes been modified from the previous year? Place an 'x' by YES or NO.</p> <p>YES:</p> <p>NO: X</p>	<p>Mission Statement The mission of the Vincennes University Conservation Law Enforcement program is to provide a diverse population of students with the essential knowledge and skills to become a Conservation Officer. The curriculum is designed to educate students to protect and preserve our natural resources through an educational experience that emphasizes community involvement, resource management, and an in-depth understanding of natural resource laws and enforcement techniques.</p> <p>Program Learning Outcomes Students who complete course work in the Conservation Law Enforcement program will be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the role of Conservation Officer through volunteerism with the DNR. • identify both key sport and non-sport fish and wildlife species. • apply both state and federal fish and wildlife laws.
<p>#2: <u>LEARNING TO BE ASSESSED:</u> Due September 13: Submit to Program Faculty, College Dean, College Liaison, and Amy Hatton.</p>	<p><u>Outcome 1: Identify both key sport and non-sport fish and wildlife species.</u></p> <p>Learning Skill/Knowledge to be Assessed: Species identification by plumage rules. Why is this Assessment Significant? The ability to identify waterfowl by wing plumage is essential to both protecting the natural resource and enforcing state and federal laws. Faculty Collaborators: Patrick D. Jennings</p> <p><u>Outcome 2: Apply both state and federal fish and wildlife laws.</u></p> <p>Learning Skill/Knowledge to be Assessed: Students will be assessed in the proper documentation and packaging of evidence to submit to a lab or court during investigations. Why is this Assessment Significant? Both of these skills are a requirement of of all graduates entering the field of conservation law both at the state and federal level. Faculty Collaborators: Patrick D. Jennings</p>
<p>#3: <u>PROJECT DETAILS:</u> Due September 13: Submit to Program Faculty, College Dean, College Liaison, and Amy Hatton.</p>	<p><u>Outcome 1: Identify both key sport and non-sport fish and wildlife species.</u></p> <p>Project A Title: Waterfowl Feather Identification Project Is this the first, second or third year for this project? 3rd Year</p>

	<p>Brief Project Description: Identification of waterfowl species by wing plumage. Students will be shown an actual wing and tested on their ability to identify 20 different species of waterfowl.</p> <p>Assessment Tool(s)Used: A checklist will be used to score this assessment.</p> <p>Success Standard: 80% of the students will demonstrate an 80% proficiency on this assessment.</p> <p>Course(s): LAWC 160, <i>Plant and Animal Management</i></p> <p>Faculty Assessing Course(s) & Campus: Patrick D. Jennings, Vincennes Campus</p> <p>Sample Size: 115</p> <p>Will the tool(s) be used in the fall? spring? Both semesters? Spring semester only</p> <p>Faculty Responsible for Oversight/Compiling Student Results: Patrick D. Jennings</p> <p>Project B Title: Wing topography Identification Project</p> <p>Is this the first, second or third year for this project? 3rd year</p> <p>Brief Project Description: Students will be shown an actual wing and asked to identify the types of feathers.</p> <p>Assessment Tool(s)Used: A checklist will be used to score this assessment.</p> <p>Success Standard: 100% proficiency is required on this assessment.</p> <p>Course(s): LAWC 160, <i>Plant and Animal Management</i></p> <p>Faculty Assessing Course(s) & Campus: Patrick D. Jennings, Vincennes Campus</p> <p>Sample Size: 115</p> <p>Will the tool(s) be used in the fall? spring? Both semesters? Spring only</p> <p>Faculty Responsible for Oversight/Compiling Student Results: Patrick D. Jennings</p> <p><u>Outcome 2: Apply both state and federal fish and wildlife laws.</u></p> <p>Project A Title: Enclosure Letter Project</p> <p>Is this the first, second or third year for this project? 3rd</p> <p>Brief Project Description: Students will write a proper and correct enclosure letter.</p> <p>Assessment Tool(s)Used: A checklist will be used to grade this assessment.</p> <p>Success Standard: 100% of the students will demonstrate an 80% proficiency on this assessment.</p> <p>Course(s): LAWC 101, <i>Conservation Enforcement I</i></p> <p>Faculty Assessing Course(s) & Campus: Patrick D. Jennings, Vincennes Campus</p> <p>Sample Size: 123</p> <p>Will the tool(s) be used in the fall? spring? Both semesters? Fall semester only</p> <p>Faculty Responsible for Oversight/Compiling Student Results: Patrick D. Jennings</p> <p>Project B Title: Evidence packaging Project</p> <p>Is this the first, second or third year for this project? 3rd</p> <p>Brief Project Description: Students will be provided the materials with the expectation that they will package</p>
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	<p>and label correctly.</p> <p>Assessment Tool(s)Used: A checklist will be used to score this assessment.</p> <p>Success Standard: 80% of the students will demonstrate an 80% proficiency on this assessment.</p> <p>Course(s): LAWC 101, <i>Conservation Enforcement I</i></p> <p>Faculty Assessing Course(s) & Campus: Patrick D. Jennings, Vincennes Campus</p> <p>Sample Size: 123</p> <p>Will the tool(s) be used in the fall? spring? Both semesters? Fall only</p> <p>Faculty Responsible for Oversight/Compiling Student Results: Patrick D. Jennings</p>
<p>#4: ASSESSMENT TOOLS & DATA: FALL ASSESSMENTS - Due December 18, SPRING ASSESSMENTS - Due May 14: Submit to Program Faculty, College Dean, College Liaison, and Amy Hatton.</p>	<p>Outcome 1, Project A Submissions: <i>Waterfowl Feather ID Checklist, student data</i></p> <p>Outcome 1, Project B Submissions: <i>Wing Topography Checklist, student data</i></p> <p>Outcome 2, Project A Submissions: <i>Enclosure Letter Template & Checklist, student data</i></p> <p>Outcome 2, Project B Submissions: <i>Evidence Packaging Template & Checklist, student data</i></p>
<p>#5: DATA ANALYSIS: FALL ASSESSMENTS – Due February 7, SPRING ASSESSMENTS – Due May 23: Submit to Program Faculty, College Dean, College Liaison, and Amy Hatton.</p>	<p>Outcome 1: Identify both key sport and non-sport fish and wildlife species.</p> <p>Project A: Waterfowl Feather Identification Project</p> <p>Success Standard: 80% of the students will demonstrate an 80% proficiency on this assessment.</p> <p><u>Data Indicating Strengths:</u> 98 students were assessed and 73% were proficient. This fails to meet the outcomes goal, yet 44 students received a 100% in their performance.</p> <p><u>Data Indicating Weaknesses:</u> Some students were nervous and made errors that they normally would not have made. Others failed to adequately prepare for this assessment.</p> <p><u>Data Indicating Trends:</u> Attendance plays a critical role in meeting the assessment objective.</p> <p>Project B: Wing topography Identification Project</p> <p>Success Standard: 100% proficiency is required on this assessment.</p> <p><u>Data Indicating Strengths:</u> 98 students were assessed and 83% were proficient. Plumage identification is crucial to proper identification of waterfowl.</p> <p><u>Data Indicating Weaknesses:</u> Some students were nervous and made errors that they normally would not have made.</p> <p><u>Data Indicating Trends:</u> There is a direct correlation in the results when taking the species identification portion of this objective.</p>

	<p>Analysis: Students received daily review. 83% took it seriously while the minority did not.</p> <p><u>Outcome 2: Apply both state and federal fish and wildlife laws.</u></p> <p>Project A: Enclosure Letter Project <u>Success Standard:</u> 100% of the students will demonstrate an 80% proficiency on this assessment.</p> <p><u>Data Indicating Strengths:</u> 123 students were assessed after having a practice session on a proper enclosure letter. This represents an over 99% student success rate. Last year 100% met the assessment goal that I described as a possible fluke. This minor deviation still demonstrates a near perfect learning outcome.</p> <p><u>Data Indicating Weaknesses:</u> While 120 students met the assessment goal only three did not. I believe this was a result of too much information for a minority of the students to recall.</p> <p><u>Data Indicating Trends:</u> Last year 100% met the assessment goal, and this year 99% did; therefore, I conclude that learning is taking place at an acceptable level.</p> <p>Project B: Evidence packaging Project <u>Success Standard:</u> 80% of the students will demonstrate an 80% proficiency on this assessment.</p> <p><u>Data Indicating Strengths:</u> 123 students were assessed and 100% met the assessment goal. The biggest strength was the students' clear understanding that this topic is no longer covered in their formal training. Instead, agencies expect new officers to learn from others in the field. In fact, the instructor couldn't be more pleased than to see that this year's results showed a 7.2% improvement over last year.</p> <p><u>Data Indicating Weaknesses:</u> None were found.</p> <p><u>Data Indicating Trends:</u> The method of instruction works for all students. The addition of the practice exercise has proven to be very beneficial.</p> <p>Analysis: The vast majority (nearly 100%) have mastered both outcomes. The instructional methods and student learning have been achieved with near perfect results.</p>
<p>#6: LEARNING IMPROVEMENT PLAN: FALL ASSESSMENTS – Due February 7, SPRING ASSESSMENTS – Due May 23: Submit to Program Faculty, College Dean, College Liaison, and Amy Hatton.</p>	<p><u>Outcome 1: Identify both key sport and non-sport fish and wildlife species.</u></p> <p>Impact of Previous Year's Plan: The results represented a decrease in performance over previous year's performance.</p> <p>New Improvement Plan: None This is the 3rd year for this outcome to be assessed. A new outcome will have to be selected for the 2014-2015 academic year.</p>

	<p><u>Outcome 2: Apply both state and federal fish and wildlife laws.</u></p> <p>Impact of Previous Year's Plan: The enclosure letter results decreased a mere 1%. This was not significant. The evidence packaging performance improved by 7.2% to a 100% a level of mastery.</p> <p>New Improvement Plan: None foreseen.</p>
<p>#7: ASSESSMENT TOOLS IMPROVEMENT PLAN: FALL ASSESSMENTS – Due February 7, SPRING ASSESSMENTS – Due May 23: Submit to Program Faculty, College Dean, College Liaison, and Amy Hatton.</p>	<p><u>Outcome 1: Identify both key sport and non-sport fish and wildlife species.</u></p> <p><i>*This is the third year of assessing this outcome. New outcomes will need to be used next academic year. This program chair is retiring at the end of the semester.</i></p> <p>Project A: Waterfowl Feather Identification Project Improvement Plan: A new plan will be formulated for 2014-2015. A new outcome will have to be developed by the next department chair.</p> <p>Project B: Wing topography Identification Project Improvement Plan: None This is the 3rd year this outcome has been assessed. A new outcome will have to be chosen for 2014-2015.</p> <p><u>Outcome 2: Apply both state and federal fish and wildlife laws.</u></p> <p><i>*This is the third year of assessing this outcome. A new outcome will need to be selected next year. I am retiring at the end of the academic year.</i></p> <p>Project A: Enclosure Letter Project Improvement Plan: A new outcome will have to be developed by the new department chair.</p> <p>Project B: Evidence packaging Project Improvement Plan: None. A new plan will have to be developed for 2014-2015.</p>