Three-Year Check-In for New Programs – Environmental Conservation MS

The creation and maintenance of graduate programs and certificates represents significant resource commitments by faculty and staff. Given these investments, in 2014 the Graduate Faculty Executive Committee (GFEC) established a “check in” process for newly approved programs and certificates prior to their first formal university review (which occurs in the fifth year.) Through this “check-in,” the GFEC hopes program faculty and staff will assess the implementation of their new program and determine what mechanisms may be needed for sustained student success.

Progress reports will be included on GFEC agendas, and program representatives may be asked to attend GFEC if additional information is requested. *In the interest of brevity, please keep responses to 300 words or less.*

<table>
<thead>
<tr>
<th>Program Name</th>
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<tbody>
<tr>
<td>Environmental Conservation</td>
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<table>
<thead>
<tr>
<th>Term of First Enrollments</th>
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<tbody>
<tr>
<td>2014</td>
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<table>
<thead>
<tr>
<th>Check-In Completed By</th>
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<tbody>
<tr>
<td>Janet Silbernagel / Meghan Kautzer</td>
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<thead>
<tr>
<th>Date Completed</th>
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<tr>
<td>September 27, 2017</td>
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**Academic Quality and Student Success**

1. **Provide an update on any changes to the program’s curriculum and learning outcomes. Include a description of the program’s typical course modalities (face-to-face, online, asynchronous discussion, team or individual assignments) and if courses have evolved based on faculty or student feedback.**

The EC program is a blended curriculum, including face to face courses on campus during the first 2-semesters, distance (online) courses in semester 3 (with asynchronous and in-person discussion), and MS project placements in semester 4 (32-credits over 4-semesters). There are no changes to our learning outcomes, and our assessment plan was created and approved after the start of the program on 6/28/16. Based on student feedback and more logical sequencing, we moved our Conservation of Biodiversity (ES 951) course to semester 1, to cover this fundamental knowledge early in the program, and ahead of Conservation Planning (ES 972), which we moved to semester 2. With the 4-credit ES 972 in semester 2, we reduced the options for Biol/Ecol and Social Systems to 3 credits each during this term. To fill the space vacated by ES 951 in semester 3, we now require 6 credits of Tools Topics during semester 3 (Appendix #1).
2. Briefly explain the program’s learning outcomes assessment plan and discuss how you are or how you plan to evaluate student learning. Summarize any data collected to date showing evidence of student learning.

Our learning outcomes assessment plan (Appendix #2) includes several methods of assessment. Initially, we developed a curriculum map that is revised as needed based on our methods of assessment. Every year we conduct both exit seminar surveys (completed by EC staff, advisors, faculty, and public attendees of student exit seminars), as well as an evaluative questionnaire to the MS project placement host supervisor (unaffiliated with the program). The exit seminar survey is meant to indirectly assess all five learning outcomes, and the questionnaire includes questions to reveal successes and failures of the students’ learning outcomes, of which we average the scores to produce a program-wide assessment. Every three years, we organize a focus group designed to address one to five of the learning outcomes, focusing the conversation to reveal successes/failures of learning outcome achievements. We invite past graduates of the EC program to participate in this 3-year survey, with an effort to balance in-state/out-of-state representation, as well as age, gender, and cultural diversity. Finally, we continuously evaluate students’ leadership placement reports, their culminating reflection and presentation of their learning as it pertains to learning outcomes. Appendix #3 (attached to this review) summarizes our MS placement host supervisor data from our most recent graduating cohort (August 2017). We are now aggregating all data collected to date for the Environmental Conservation MS in preparation for our 5-year review, which we will begin this fall (2017).

3. The GFEC is interested to learn how departments balance faculty and staff teaching loads and responsibilities between new and existing programs. Discuss how the department or program is achieving balance, and what challenges supporting multiple programs may have created for teaching, student services, advising or funding. Also of interest is information on what if any assets are shared between programs, or additional benefits that have been realized.

As a non-pooled program, EC budgets for all staff time (two FTE, one .5 FTE, one .6 FTE for EC) and the proportion of faculty time dedicated to run the program from 131 tuition revenue. EC has an exceptionally high level of student services through our Professional Programs office with accessible, quality program staff paid with non-pooled revenue. Faculty who teach courses taken by students in the EC program outside of Nelson Institute offerings are compensated through a department offset payment, supported by MOU’s between the EC program and relevant campus units. Staff who teach courses for the program are directly compensated. The program supports 6 Nelson TA’s for Environmental Studies courses dedicated to the program. These TAs provide support for research graduate students directly, and for their advisors who may not have RA support.

One challenge we face is finding enough willing, accessible faculty advisors each year for ~25 professional Masters students.
4. Please describe how your program has ongoing and broad faculty commitment, including governance, to ensure its continued success. If applicable, reflections from faculty and staff can be included here or as an appendix. Also consider if implementation of this program is supporting the Department and/or School/College’s current strategic goals. The EC program has had an active program committee since before its inception in 2014. The program committee meets at least twice a year to hear updates on program, including enrollment, placements, budget, etc., and to make decisions on curricular changes and new program options. Most program committee members help review applications for admission annually. Many committee members regularly advise students. Several committee members are Academic Staff with Graduate Faculty status (e.g. Faculty Associate) rather than tenured/track faculty. This presents challenges at times, yet also allows for more participation in our program (especially on student advising), which is helpful. The Nelson Institute’s current core values are to promote interdisciplinary scholarship, display a commitment to a liberal arts and professional education, build community partnerships, and act as a catalyst for interdisciplinary collaboration on environmental initiatives, including governmental, private, and non-profit entities. The EC program supports every one of these core values and goals by addressing complex environmental issues through instruction in hard sciences, social sciences and humanities; professional development seminars; engagement with community and global partners throughout instruction; and the culminating placement project with local and international governmental, private, or non-profit host organizations.

**Operations and Administration**

5. Illustrate how the program has either brought in NEW and ADDITIONAL students (required for non-pooled programs), and/or how overall enrollment in your related programs has remained steady. If unanticipated overlap with existing programs has resulted, discuss steps to mitigate the overlap.

EC experienced steady enrollment over 4 cohorts (25, 21, 26, 25 respectively), compared with declining enrollment in the old Conservation Biology & Sustainable Development (CBSD) program. As of 2014 no new CBSD student were admitted at the Nelson Institute, while the Environment & Resources research MS program has maintained stable enrollment.

**CBSD (MS) total students in program:**
- Fall 2011: 24
- Fall 2012: 18
- Fall 2013: 18
- Fall 2014: 8
- Fall 2015: 2
- Fall 2016: 0

**ER (MS/PhD) total students in program:**
- Fall 2011: 102
- Fall 2012: 117
E&R has reduced its numbers to a more manageable amount based upon staff capacity, and on the recommendation of an E&R program review committee. There is no unanticipated overlap between these programs. Prospective students expressing interest in research or continuing on to a PhD are directed to programs such as E&R, Botany, Zoology, or Landscape Architecture MS programs.

6. Funding Considerations

a. For traditional/pooled programs – How is the program successfully funding its students?
   - NA

b. For non-pooled programs – Provide a brief summary of projected vs. actual revenues and expenses. Does the program have sufficient enrollment for sustainability? Discuss the current market outlook compared to the original marketing study, and plans to grow or change the program to become sustainable.
   Since students started in the program in June 2014, the EC budget has stayed in the black. We implemented and use an overlapping cohort Fiscal Year budget and expense tracking system. Beginning in 2016, we budgeted for the 131 assessment (10%), which was charged to the program for the 1st time FY 2017. The program has sustained enrollment around 25 each year (25, 21, 26, 25). As such, the program has sufficient enrollment for sustainability. Our marketing plan has worked and we continue to identify new areas of opportunity based upon trends in our sector. Because our program cohorts overlap every summer (one cohort is in their final semester and one cohort is in their first semester) we have, at times, had to pay expenses in 1-fiscal year that we budget for the following fiscal year. This is not a problem for our program, and we keep strong records of our expenses, but at times this puts our budgets temporarily in the red at the very end of a fiscal year.

7. If the program admits international students, describe how program processes address length of stay visa issues, online course restrictions, and needing ESL services.
   Because the EC program only requires that students be on campus for the first 2-semesters of the program, we had to work on non-standard length visas. Through consultation with ISS and the Graduate School we successfully secured 8-month visas for our students who can only stay in Madison for the first 2-semesters of our program (we also have students who stay in the US for 3-semesters, or all 4-semesters). Good communication with ISS and the Graduate School help us maintain these different visa lengths.
To address online course restrictions (i.e. maximum number of online courses per semester for international students in the US), we added a focused, mandatory weekly in-person discussion section to the spring distance learning term for international students who stay on campus. This discussion session is optional for US students. We offer and pay for ESL services for EC students requiring ESL in the first summer semester. Our summer ESL course is a DCS supported course with conversational English and writing improvements as the focus of their learning goals. ESL support extends into the Fall semester if student requires it (we have MOU’s with the UW-Madison ESL program for fall term).

8. Are there any issues impacting the program’s long-term sustainability? If so, what support would you like to help you succeed?
Yes – faculty advising. We are working to create some sort of career incentives (not just pay) for them. We would like support in identifying what potential career incentives may be for participating faculty advisors.
## Environmental Conservation Professional Masters Program

**Where Conservation Leadership Begins**

M.S. in Environmental Conservation

### Program Costs
- For full 15 month program, 32 credits: In-state tuition & fees = $19,121. MN tuition & fees = $25,575. Out of state and foreign tuition & fees = $40,777.

### Program attractions:
- Built on legacies of Muir, Leopold, & Nelson
- 15 month blended learning curriculum
- Summer Conservation Institute with leading practitioners
- Exclusive course sections and content
- Professional leadership training
- International and regional placement services

### Learning Outcomes:
1. Apply the principles of conservation science and sustainability to real world environmental problems
2. Explain the interconnections between environmental conservation and human well-being, and identify social, economic and institutional conditions that favor sustainability
3. Conceptualize, strategize, design, and implement innovative environmental problem-solving techniques
4. Demonstrate competence in core professional skills related to conservation practice, including: written, verbal, and visual communication; conflict resolution; interdisciplinary team building and problem definition; conservation planning; and program evaluation

### Table:

<table>
<thead>
<tr>
<th>Begins 2014</th>
<th>Summer Conservation Institute</th>
<th>Fall On-campus intensive</th>
<th>Spring Distance</th>
<th>Summer Leadership Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mo. program</td>
<td>Envir Cons Leadership -974, 975 (2 cr) Cons Planning -972 (4 cr) Envir Policy - 843 (3 cr) 9 cr</td>
<td>Cons Prof Practice -976 (1 cr) Biology / Ecology (3-6 cr) Social Systems / Sustainability (3-6 cr) 10 cr</td>
<td>Envir Cons Leadshp -979 (3 cr) Cons Bio 951 (3 cr) Tools Topics - 978 (3 cr) 9 cr</td>
<td>Indep Practice -999 (4 cr) 4 cr</td>
</tr>
</tbody>
</table>

**Total Cr: 32**

### Target students:
- Early career working professionals looking to advance mobility and leadership opportunities.
- Ideal candidates will have 3 to 5 years of professional experience in conservation or environmental management
Environmental Conservation Professional Masters Program

Where Conservation Leadership Begins

M.S. in Environmental Conservation
Named Option: Environmental Conservation

<table>
<thead>
<tr>
<th>Revised as of 2017</th>
<th>Summer Conservation Institute</th>
<th>Fall On-campus intensive</th>
<th>Spring Distance</th>
<th>Summer Leadership Experience</th>
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</tr>
<tr>
<td></td>
<td>8 cr</td>
<td>11 cr</td>
<td>9 cr</td>
<td>4 cr</td>
</tr>
</tbody>
</table>

Total Cr: 32

*Italicized courses/credits indicate a change

Learning Outcomes:
1. Apply the principles of conservation science and sustainability to real world environmental problems
2. Explain the interconnections between environmental conservation and human well-being, and identify social, economic and institutional conditions that favor sustainability
3. Conceptualize, strategize, design, and implement innovative environmental problem-solving techniques
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**Nelson Institute Assessment Plan:**

**Environmental Conservation Professional MS Program**

**MISSION**
The mission of the Environmental Conservation professional MS is to train conservation leaders in practical interdisciplinary skills to tackle complex decisions in a changing world.

**LEARNING OUTCOMES:**

*Students complete courses that integrate the study of conservation biology and ecology with social science. They also take a series of courses in professional leadership and specific tools topics. As part of this interdisciplinary training, each student completes an independent leadership experience followed by a placement report. These experiences create EC graduates who can:*

1. Apply the principles of conservation science and sustainability to real world environmental problems

2. Explain the interconnections between environmental conservation and human well-being, and identify social, economic and institutional conditions that favor sustainability

3. Conceptualize, strategize, design, and implement innovative environmental problem-solving techniques

4. Demonstrate competence in core professional skills related to conservation practice, including: written, verbal, and visual communication; conflict resolution; interdisciplinary team building and problem definition; conservation planning; and program evaluation

5. Recognize and apply principles of ethical and professional conduct in Environmental Conservation

By meeting these learning goals our students will find and secure leadership and decision-making positions with organizations or agencies related to the field of biodiversity conservation or sustainability leadership.

**MEASUREMENT:**

In order to assess achievement of the program’s learning outcomes, EC program staff and faculty will select from the following to conduct direct and indirect measurements. Depending on feasibility and utility of measurement, EC Program staff may choose some, but not all measurements to conduct from this list. Results will be used to inform program curriculum, requirements, and processes as they relate to the learning outcomes, as well as the five-year review. Committee feedback will be incorporated.
## Timeframe | Methods of Assessment | Internal Notes/Activities
--- | --- | ---
**Once, revised as needed** | - Develop curriculum map for program, identifying courses that address learning outcomes  
- Revisit curriculum map following other methods of assessment and adjust curriculum as needed in order to achieve learning outcomes | - Currently exists, reflecting 2014-2016 cohort curriculum.  
- Program staff revisit in Fall of every other year, starting Fall 2016.

**Every other year** | - In collaboration with the Nelson Institutes’ Director’s Office & other graduate programs, administer survey (indirect) to recent program graduates every other year.  
- The exit survey will serve two purposes, one, to indirectly assess all five learning outcomes following completion of the program, and two, to gather additional relevant information from recent alumni (i.e. job placement, program evaluation, etc.) | - Winter 2016 Program staff develop sample survey for EC program  
- Spring 2016 sample survey shared to prompt development of Institute-wide survey (point person TBD)  
- Summer 2016 survey administered to previous year’s cohort.

**Every other year** | - Administer evaluative questionnaire (direct) to placement (final project) host supervisors unaffiliated with the program following completion of the final program semester.  
- The questionnaire will include questions that reveal successes/failures of the students’ learning outcomes. In addition to general questions evaluating student performance, questions will be designed to ask hosts supervisors to assess which of the five learning outcomes were accomplished through the placement experience.  
- Scores will be averaged to produce a program-wide assessment. | - Spring 2016 Program staff revise current host supervisor survey to include assessment questions.  
- Make clear to hosts the distinction between assessment Qs and student grade evaluation. Answers to assessment questions will not be delivered to advisors for grading.

**Every three years** | - Organize a focus group (indirect) designed around conversation questions that reveal successes/failures of learning outcome achievements  
- Depending on the context of the group, one to five of the learning outcomes may be addressed in this discussion.  
- Past graduate representative of the EC program will be invited to join the discussion via webinar or conference call, to reach a maximum group sample of six. Pending availability, program staff will call upon other alumni with an effort to balance in-state/out-of-state representation, as well as age, gender, & diversity.  
- The discussion will be led by one or two program faculty or staff, in addition to an outside session moderator. Methods of effective focus group discussions will be employed. | - Fall 2016 Program staff present plan & gather feedback for focus group from EC Program Committee.  
- Spring 2017 Program staff develop, plan & deliver focus group.

**Every three years** | - Administer survey to attendees of Exit Seminars with checkbox indicators of learning outcomes. | - Summer 2017 Program staff develop survey/ administer in late summer 2017, to exit seminar attendees, 3/student. Program committee members will be encouraged to participate

**Continuous** | - Students’ leadership placement reports (direct) are collected & stored by Program staff each year, and may be referred to for evaluation of learning outcomes. |
ADDITIONAL MEASUREMENTS
Nelson Institute Annual Data Report (every year, starting in Summer 2016)

EC program staff will gather information annually to track program and alumni statistics including but not limited to:

- Cohort size
- Funding: scholarship data (external & internal)
- Employment: returnees to pre-program employment, and new job placement
- Program attrition
- Advising
- Demographics: diversity, gender, in-state, out-of-state, intl., age
- Capacity to meet student needs at current population (staff time, course offerings, placement project opportunities)
- Current focus for program improvement
- Capacity for program growth
Q3 - In your initial meetings did the student: - Please indicate the degree to which the student met your expectations.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Exceeded expectations</th>
<th>Met all expectations</th>
<th>Sometimes met expectations</th>
<th>Did not meet expectations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce his/her professional goals and placement ideas?</td>
<td>54.17%</td>
<td>41.67%</td>
<td>4.17%</td>
<td>0.00%</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>Did s/he take initiative to organize and lead your meetings?</td>
<td>33.33%</td>
<td>58.33%</td>
<td>8.33%</td>
<td>0.00%</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Was s/he willing to adapt ideas to meet your organization’s goals for this placement?</td>
<td>62.50%</td>
<td>37.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>24</td>
</tr>
</tbody>
</table>

Percentage of students that met or exceeded expectations in initial meetings:

Q3#1: 95.83%

Q3#2: 91.67%

Q3#3: 100%
Q4 - During the student’s placement: Please indicate the degree to which the student met/is meeting your expectations.

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<tr>
<th>#</th>
<th>Question</th>
<th>Exceeds expectations</th>
<th>Meets all expectations</th>
<th>Sometimes meets expectations</th>
<th>Does not meet expectations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Was s/he ready to start and focus on placement goals by the agreed upon start date?</td>
<td>62.50%</td>
<td>37.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>Has s/he communicated plans with you in a timely and professional way?</td>
<td>54.17%</td>
<td>25.00%</td>
<td>20.83%</td>
<td>0.00%</td>
<td>24</td>
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<tr>
<td>3</td>
<td>Has s/he been assertive in making decisions and coordinating tasks when appropriate?</td>
<td>58.33%</td>
<td>33.33%</td>
<td>8.33%</td>
<td>0.00%</td>
<td>24</td>
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<tr>
<td>4</td>
<td>Has s/he shared preliminary placement reports/deliverables with you that meet your expectations?</td>
<td>37.50%</td>
<td>50.00%</td>
<td>8.33%</td>
<td>4.17%</td>
<td>24</td>
</tr>
</tbody>
</table>

Percentage of students that met or exceeded expectations during placement:

Q4#1: 100%
Q4#2: 79.17%
Q4#3: 91.67%
Q4#4: 87.5%
Q5 - Finishing and post placement, in your opinion: - Please indicate the degree to which you expect the student to meet your expectations.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Likely to exceed expectations</td>
<td>45.83%</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Likely to meet all expectations</td>
<td>50.00%</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Likely to partially meet expectations</td>
<td>4.17%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Not likely to meet expectations</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>24</strong></td>
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Percentage of students that are likely to meet or exceed expectations *in project completion*:

Q5: 95.83%
Q6 - Learning Outcomes: The Environmental Conservation program trains graduate student to accomplish the following learning outcomes throughout their coursework and placement experience. Please select from the following any/all of the learning outcomes that this student demonstrated during their leadership experience.

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Applied the principles of conservation science and sustainability to real world environmental problems</td>
<td>21</td>
<td>87.5%</td>
</tr>
<tr>
<td>2</td>
<td>Explained the interconnections between environmental conservation and human well-being, and identified social, economic and institutional conditions that favor sustainability</td>
<td>19</td>
<td>79%</td>
</tr>
<tr>
<td>3</td>
<td>Conceptualized, strategized, designed, and implemented innovative environmental problem-solving techniques</td>
<td>14</td>
<td>58%</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrated competence in core professional skills related to conservation practice, including: written, verbal, and visual communication; conflict resolution; interdisciplinary team building and problem definition; conservation planning; and program evaluation</td>
<td>21</td>
<td>87.5%</td>
</tr>
<tr>
<td>5</td>
<td>Recognized and applied principles of ethical and professional conduct in Environmental Conservation</td>
<td>19</td>
<td>79%</td>
</tr>
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</table>

**Average percentage of students that exceeded all learning outcomes:**

Q6: 78.2%
Q7 - Could this student be successful in your organization now?

Absolutely.

Speaking not as supervisor in an organization but as a conservation professional, I feel that she is better prepared for her role in USAID and conservation in general. Having the time to place her country's policy in context with and comparison to other similar countries has provided her with a broader and more inclusive perspective on the options and possibilities and approaches to tiger conservation.

not quite

She would need more teacher training on basic pedagogy - student engagement

Yes, she will start a new internship contract for the next six months where her research and writing skills will be of great use for our communications and policy teams

She is passionate and enthusiastic about her work, which is a characteristic we like to see in our employees. We do feel there is room for growth when it comes to producing deliverables that meet expectations.

Yes, since all the core staff speak English, nevertheless I must highlight the language barrier as an challenge

Yes, she has an excellent attitude and temperament. She was proactive in undertaking tasks, with limited supervision. She was outgoing, engaging well with staff and stakeholders. Having the ability to speak in Portuguese enabled her to be far more engaged that she could otherwise have been.

Yes, I think so. His summer placement project is exactly what we want to do in the field. Environmental aspect is considered increasingly important in Poverty Reduction and we believe community-based ecotourism would be a good method, especially in our working area. Community-based ecotourism project could not complete in several months. It might take a long time to achieve the goal step by step, and his work is a good start. We think his work is successful and our future work will be based on strategies and results from him. He will still be responsible for this project in the future and make sure everything is on track. Communicating with villagers is not easy because they would think environmental conservation is too far away from them. He has attended community meetings to discuss environment and livelihood with villagers. Through this process, villagers have understood and agreed on that they could protect their unique environment and make money through this. He provides many useful suggestions on designing ecotourism plans like ecological toilet and how to present their traditional -environment-friendly knowledge to the tourists, and he promoted villagers to re-recognize species around the community. He worked with villagers to find traditions and stories that support environmental conservation. He also shared what he learned with Shuguang’s staffs. The land use policy in American, communicating skills, and ideas about environmental conservation are very different and part of these could be used in our community development work.

Yes, absolutely.

Yes

I believe that she would be very successful with the Shaw Nature Reserve and with the Missouri Botanical Garden.

Yes. She has a very good background in natural resources.

During her short stay, she has been well familiar with the goal, mission and projects of our organizations. Besides, she has such friendly behavior that helped her to socialize with our small team in short duration. Likewise, her academic background and professional experience of being involved in conservation program further qualifies her to be a part of our organization.

Yes

If I had the funds to hire her, I would gladly employ her to work for the Timber Wolf Alliance.

Yes, the student show skills and interest in our work given advise or suggestion in different themes.

Yes
<table>
<thead>
<tr>
<th>Yes, without doubt</th>
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<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Yes, I think that he would be able to bring very valuable ideas to the different conservation projects of our organization.</td>
</tr>
<tr>
<td>If I had a job opening I would hire her! Am actively looking to try to find employment for her in Maine.</td>
</tr>
<tr>
<td>Yes, we are currently planning to offer a permanent position to her on successful completion of her degree and the Pathways program.</td>
</tr>
<tr>
<td>Yes. He would be able to carry out the camera trapping project by himself and to develop future goals for this project.</td>
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</table>

**Percentage of students that would be successful in their host organization now:**
Q7: 95.8%
Q8 - Please provide any additional comments that you'd like to share with us here:

She has all the skills I look for in a new employee: ability to work with people of all kinds, critical thinking, communication (oral and written), problem solving, organization, attention to the details without losing the big picture.

She was working in a fishing community in the South of Thailand and had very limited time to immerse herself in the community and understand the full picture of what was going on. Her understanding of the situation in the community was restricted dependent on the few people that could speak English and her interpreter. Despite this she demonstrated remarkable adaptability and gained the trust and appreciation of the community quickly and was welcomed with open arms. I would suggest that for students working in foreign countries where they do not know the language that there be longer time provision to allow for a more indepth comprehension of the conservation context. We were all impressed with how much insight she did manage to achieve but more time would have helped her reach another level - especially in a country as complex as Thailand.

Excellent, productive program developed in a short time frame

She has been a great team member, always open to engage in new topics of research and writing. She communicates effectively and is interested in learning the context in which her tasks are developed.

She was pleasant to work with and we enjoyed getting to know her. We wish her well in her future career pursuits.

His best skill was his ability to adapt himself to new environment and challenges

This is really a valuable opportunity both for the student and is colleague. I think it could be better if there are more chances to share and exchange cases and experiences. It would be interesting and useful if we could know what other people are doing in the world.

She was a delight to have with our organization this summer. She is mature and experienced, so it was as if we had gained another colleague. She also worked well within and across the organizations in our collaborative partnership at Badger Rock. We plan to implement many of the recommendations she has already shared with us about how to improve our partnership. We'll miss her!

Over the course of her placement, she has demonstrated leadership, proven herself capable learning new tasks and skills, and has shown maturity and reliability. Whether working independently on projects or while working with volunteers, I trusted her to fully complete objectives and tasks thoroughly and professionally. She has been a joy to work with and it is my sincere hope that she has learned and grown over her time here at the Nature Reserve. I expect her to go on to be successful in whatever venture awaits her next.

She is doing a very good job on involving many people with her project.

I have found her as a professional, and academically sound person excelling on different qualities. Her quality of time management was outstanding which I think is her best attribute.

She was a diligent worker and very invested in her project, which examined effects of air pollution on tannins in plant foliage. She had a challenging task of connecting a theoretical problem in chemical ecology with real-world topics in conservation and sustainability. She was sometimes slow to communicate requirements of her program with me, and sometimes struggled to draw connections between ecological theories and the broader context of conservation and policy. Language was occasionally a challenge, especially with respect to preparing written materials, but we were able to overcome this challenge with additional investment in mentoring.

She is a very through and hard-working individual. She has great people skills and readily takes on leadership positions. She will do well in any conservation/environmental education organization.

I was extremely impressed with his performance during the course of the internship. He was a self starter and dealt well with a challenging and complex project. From a NGO perspective it would be great to see students come to these placements with stronger Excel, R, databasing and GIS skills. He was able to learn quickly so this is not a comment on him per se but rather a comment on new graduates entering the workforce. If we received an application from a student now that had a strong ability in these areas they would be very appealing to us as an
organization. I hope that we can continue this relationship and work together to improve our ability to help shape the conservation leaders of the future.

She is a well-prepared young adult with an excellent grasp of the issues, skilled in cross-cultural situations, and enthusiastic about her course of study and implementation of solutions.

In addition to being a supportive, innovative, and collaborative team member, he has exceeded all expectations on his project. His work has already made a hugely transformative impact on the organization in furthering our mission. Thank you!

He did a good job during his internship. The field work for his project has been really demanding but he was able to complete it in time and effectively. If something would need to be improve could be his team work skills.

She is a very quick study and knows the issues of community conservation better than most of our staff. She is flexible, has a can do and positive attitude. She will be an asset to any organization.

She is an organized and articulate young professional. Her knowledge of conservation biology and interest in process, budgets and conservation partnership agreements serve her and our agency well in furthering conservation in Wisconsin.

I consider that he did a good job on his placement. To work with camera traps in this area is not easy due to the lack of transportation and difficult terrain; however, he was able to complete all the field work established with great results and efficiency.