General Information (Student Learning Assessment Workspace)

Degree: Forestry, Bachelor
Department: Forestry
College: Agricultural, Food and Environment
CIP: 03.0502
Major Begin Date: 01/01/1950

Here you can view the department homepage.

Here you can view the Mission Statement for the College of Agricultural, Food and Environment.
Standing Requirements

Mission Statement

Research, teaching, and extension programs of the Department of Forestry will effectively enhance sustainable economic, ecological, and social benefits of forests and related natural resources in Kentucky and beyond. Our programs will elevate the quality of life by:

- enhancing the integrity, stability, and health of forests and related biotic communities
- increasing the long-term value added, sustainable income, and sustainable flow of services from forests and natural resources.

The teaching program is focused and structured to prepare graduates for success in achieving the Department’s overall mission of enhancing the sustainable economic, ecological, and social benefits of forests and related natural resources.

Student Learning Outcomes

Forestry, Bachelor Outcome Set

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communications (GCCR)</strong></td>
<td><strong>UK Graduation Composition &amp; Communication Requirement (GCCR)</strong>: UK Graduation Composition &amp; Communication Requirement (GCCR)</td>
</tr>
<tr>
<td>Graduates will meet the &quot;Communications&quot; General Education Accreditation Requirements of the Society of American Foresters, i.e. they will demonstrate ability to:</td>
<td></td>
</tr>
<tr>
<td>a. find, read and interpret professional documents.</td>
<td></td>
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<tr>
<td>b-i. communicate information effectively in oral/visual presentations.</td>
<td></td>
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<tr>
<td>b-ii. communicate information effectively in writing, on technical/b business levels.</td>
<td></td>
</tr>
<tr>
<td>b-iii. communicate information effectively, in writing, to non-professional audiences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop Management Plan</th>
<th>No Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will meet the &quot;Management Plans” Professional Education Accreditation Requirement of the Society of American Foresters, i.e. they will demonstrate ability to develop management plans with specific multiple objectives and constraints.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Plan

i. Introduction

There are two program-level student learning outcomes, one of which has sub-outcomes. All outcomes are assessed within a two year cycle, using direct methods.

The B.S. (Forestry) degree program of the University of Kentucky is accredited by the Society of American Foresters (SAF). The program’s student learning outcomes are based on the SAF’s accreditation standards.

ii. Assessment Oversight, Resources

The learning outcomes assessment coordinator for the College of Agriculture, Food and Environment is the College’s Associate Dean for Instruction, Dr. Larry Grabau. The B.S. (Forestry) degree program’s learning outcomes assessment coordinator is Dr. David B. Wagner, Associate Professor in the Department of Forestry and Director of Graduate Studies of the Forestry Graduate Program. It is the B.S. (Forestry) assessment coordinator’s responsibility to lead and monitor the program’s assessment activities, to analyze annual assessment data and lead the faculty discussion of assessment results each spring, and to write and submit the assessment report due annually to the Office of University Assessment on 31 October.

iii. Assessment Methods and Measures

Outcome 1
- 1a: Written work in NRE 330, FOR 400, FOR 480 – rubrics attached (see Appendix)
- 1b-i: Presentations in FOR 340, FOR 400, FOR 480 – rubrics attached (see Appendix)
- 1b-ii: Written work in FOR 340, FOR 400, FOR 480 – rubrics attached (see Appendix)
- 1b-iii: Written work in FOR 330, FOR 400, FOR 480 – rubrics attached (see Appendix)

Outcome 2
- Lab exercises and exam questions in FOR 425 – rubric attached (see Appendix)
- Forest management plan in FOR 480 – rubric attached (see Appendix)

- The rubrics contained in the Appendix should be considered examples, because their use in previous years has sometimes been for courses other than those indicated above. They will be modified, due to revision of our assessment plans for Learning Outcome #1 (GCCR) and ongoing implementation of a significant revision of the B.S. (Forestry) curriculum.

iv. Data Collection and Review

<table>
<thead>
<tr>
<th>Year of Assessment Cycle</th>
<th>Outcome Assessed</th>
<th>Data Production</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Outcome 1 (Communication)</td>
<td>See example rubrics (in Appendix)</td>
<td>Median performance of late-academic-career students will be at least &quot;Accomplished&quot; for each sub-outcome (see rubrics in Appendix)</td>
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</tr>
<tr>
<td>Year 2</td>
<td>Outcome 2 (Management Plans)</td>
<td>See example rubrics (in Appendix)</td>
<td>Median performance of late-academic-career students will be at least &quot;Accomplished&quot; (see rubrics in Appendix)</td>
</tr>
</tbody>
</table>
v. Assessment Cycle and Data Analysis

Assessment Cycle:
The assessment activities will follow a two year cycle, with one outcome assessed in year one and the other outcome assessed in year two. Program-level assessment results will be emailed to all faculty members of the Department of Forestry prior to the final regularly-scheduled faculty meeting of each academic year. At that final meeting (normally in May), those present will discuss the results and make decisions about improvement actions.

Data Analysis Process/Procedures:
Assessment of course-level student learning takes place in all courses, using traditional methods such as term papers, oral presentations and exams. For each program-level student learning outcome, assessment data will be gathered at two points in the curriculum. The first point will be in a course that introduces information relevant to the outcome (identified in our documents as "early-academic-career assessment"), and the second point will be in a course that students take closer to graduation (identified in our documents as "late-academic-career assessment"). For details, please refer to the rubrics in the Appendix.

The relevant competencies will be evaluated for all B.S. (Forestry) majors enrolled in the courses used for assessment. Because these courses are required by the degree program, each assessment will be based on a complete census of the student cohort being assessed (except, perhaps, for occasional situations such as unavoidable absences or transfer students who may take a course out of the normal sequence).

After the completion of an academic year’s program-level assessments, the B.S. (Forestry) assessment coordinator will compile and analyze the data. Key features of the analyses will address whether or not (a) benchmarks were achieved, and (b) graduating seniors outperformed "early-academic-career" students. As mentioned above, the results will be shared with all faculty members of the Department of Forestry prior to the final meeting of each academic year. Decisions regarding programmatic improvement actions will be made at that meeting by consensus, based on discussion of the year's assessment data analyses and conclusions.

Data Analysis Report Process/Procedures:
The B.S. (Forestry) assessment coordinator will prepare a program-level assessment report each year, in accordance with consensus decisions of the faculty (see preceding paragraph). The report will be made available to all Department of Forestry faculty members for review prior to its submission by the assessment coordinator to the university’s assessment office (due no later than 31 October). Whenever a periodic internal or external review of the Department of Forestry occurs (e.g., for continued accreditation by the Society of American Foresters), information from B.S. (Forestry) programmatic assessment reports of relevant prior years will be incorporated appropriately into the review process (e.g., in self-study documents). Likewise, program assessment information will be used to inform strategic planning.

vi. Graduating Composition and Communication Requirement (GCCR)

Learning Outcome Communication is the GCCR outcome.

The plan for assessing the composition component of the GCCR: Refer to the portions of this document (including the Appendix) relevant to sub-outcomes 1a, 1b-ii, and 1b-iii of Learning Outcome #1.

The plan for assessing the oral and/or visual components of the GCCR: Refer to the portions of this document (including the Appendix) relevant to sub-outcome 1b-i of Learning Outcome #1.

Refer to the example rubrics in the Appendix. Our May 2017 faculty meeting discussion of 2016-17 assessment results will include refinement of plans for our 2017-18 GCCR assessment, which will be the first GCCR assessment of the B.S. (Forestry) program.

Refer to the example rubrics in the Appendix for more information.

From the time that we began conducting formal program-level assessments, we have been using a complete census of all B.S. (Forestry) majors enrolled in the courses used for assessment, and we plan to continue to do so. Ungraded artifacts will be submitted to the GCCR Committee in the manner prescribed by the GCCR Artifact Collection Policy that applies to each academic year for which B.S. (Forestry) GCCR assessments are conducted, and/or the artifacts will be submitted to any other entity(ies) specified by the Policy.

See Appendix for the rubrics used.

See Appendix for the current syllabus.

Outside providers were not used and is not applicable to B.S. (Forestry) GCCR assessments.
vii. Teaching Effectiveness

All courses use the University Teacher Course Evaluation (TCE) process for student evaluations each semester. Also, each faculty member includes a teaching portfolio within periodic merit review documents. The Department Chair will review the TCE results and merit review documents with an ad hoc faculty committee, and then provide suggestions for teaching improvement to each instructor.

viii. Post-Graduate Success

The Department of Forestry has an active advisory board, which meets periodically to offer external perceptions of program success. These perceptions include the competencies of our graduates.

ix. Appendices

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Curriculum Map

Active Curriculum Maps

- Forestry, Bachelor
  Alignment Set: Forestry, Bachelor Outcome Set
  Created: 03/02/2017 9:23:58 am EDT
  Last Modified: 03/02/2017 10:07:18 am EDT
Forestry, Bachelor Courses and Activities Mapped to Forestry, Bachelor Outcome Set

<table>
<thead>
<tr>
<th>Courses and Learning Activities</th>
<th>Outcome</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communications (GCCR)</td>
<td>Develop Management Plan</td>
</tr>
<tr>
<td>FOR 240 Forestry and Natural Resource Ethics</td>
<td>R</td>
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<tr>
<td>FOR 250 Statistics and Measurements I</td>
<td>R</td>
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<td>FOR 260 Forest Products and Wood Science</td>
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<tr>
<td>FOR 285 Communication and Professional Development in Forestry and Natural Resources I</td>
<td>I</td>
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<tr>
<td>FOR 320 Forest Valuation and Economics</td>
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<tr>
<td>FOR 340 Forest Ecology</td>
<td>A</td>
<td></td>
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<tr>
<td>FOR 350 Silviculture</td>
<td>A</td>
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<tr>
<td>FOR 370 Wildlife Biology and Management</td>
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</tr>
</tbody>
</table>

Graduates will meet the "Communications" General Education Accreditation Requirements of the Society of American Foresters, i.e. they will demonstrate ability to:

- a. find, read and interpret professional documents.
- b-i. communicate information effectively in oral/visual presentations.
- b-ii. communicate information effectively in writing, on technical / business levels.
- b-iii. communicate information effectively, in writing, to non-professional audiences.

Graduates will meet the "Management Plans" Professional Education Accreditation Requirement of the Society of American Foresters, i.e. they will demonstrate ability to develop management plans with specific multiple objectives and constraints.
### Outcome

**Communications (GCCR)**
Graduates will meet the “Communications” General Education Accreditation Requirements of the Society of American Foresters, i.e. they will demonstrate ability to:

- a. find, read and interpret professional documents.
- b-i. communicate information effectively in oral/visual presentations.
- b-ii. communicate information effectively in writing, on technical / business levels.
- b-iii. communicate information effectively, in writing, to non-professional audiences.

**Develop Management Plan**
Graduates will meet the “Management Plans” Professional Education Accreditation Requirement of the Society of American Foresters, i.e. they will demonstrate ability to develop management plans with specific multiple objectives and constraints.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR 400</td>
<td>Human Dimensions of Forestry and Natural Resources</td>
<td>R</td>
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<tr>
<td>FOR 425</td>
<td>Forest Management</td>
<td>R</td>
<td>I</td>
</tr>
<tr>
<td>FOR 435</td>
<td>Conservation Biology</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>FOR 460</td>
<td>Forest Hydrology and Watershed Management</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>FOR 480</td>
<td>Intergrated Forest Resource Management</td>
<td>A</td>
<td>R</td>
</tr>
<tr>
<td>GEN 100</td>
<td>Issues in Agriculture</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>NRE 381</td>
<td>Natural Resource and Environmental Policy Analysis</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>PLS 366</td>
<td>Fundamentals of Soil Science</td>
<td>R</td>
<td></td>
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</tbody>
</table>

**Legend:**

- **I**: Introduced
- **R**: Reinforced
- **A**: Applied
- **X**: General Alignment

**Last Modified:** 03/02/2017 10:07:18 AM
Forestry Department – BS FORE Degree Program
Scoring Rubric for **Learning Outcome 2: Management Plans**

<table>
<thead>
<tr>
<th>Student Learning Outcome or Objective</th>
<th>Project or Activity Assessed, Date, and Evaluator</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will meet the “Management Plans” Professional Education Accreditation Requirement of the Society of American Foresters, <em>i.e.</em> they will demonstrate:</td>
<td><strong>Lab exercises 2 (7 Sep) &amp; 4 (21 Sep); Exams I (28 Sep) and II (2 Nov)</strong> Evaluator: Dr. James Ringe</td>
<td>Can identify the components of a forest management plan that meets multiple objectives and constraints.</td>
<td>Can analyze the economics of the timber components of a forest management plan.</td>
<td>Can analyze inventory data and prepare a multiple resource forest management plan based on the analysis.</td>
<td>Can interpret a multiple resource forest management plan and communicate it to landowners and other stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Evaluator: Dr. James Ringe (FOR 425 Instructor)  
Date: ________________________________
Forestry Department – BS FORE Degree Program  
Scoring Rubric for **Learning Outcome 2: Management Plans**

<table>
<thead>
<tr>
<th>Student Learning Outcome or Objective</th>
<th>Project or Activity Assessed, Date, and Evaluator</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will meet the “Management Plans” Professional Education Accreditation Requirements of the Society of American Foresters, <em>i.e.</em> they will demonstrate:</td>
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<tr>
<td>ability to develop management plans with specific multiple objectives and constraints.</td>
<td>Forest Resource Management Plan (Semester-Long Project) Evaluator: Dr. John Lhotka</td>
<td>Can identify the components of a forest management plan that meets multiple objectives and constraints.</td>
<td>Can analyze the economics of the timber components of a forest management plan.</td>
<td>Can analyze inventory data and prepare a multiple resource forest management plan based on the analysis.</td>
<td>Can interpret a multiple resource forest management plan and communicate it to landowners and other stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Evaluator: Dr. John Lhotka (FOR 480 Instructor)  
Date: ________________________________
### Forestry Department Assessment – MS FORE (Plan A) Degree Program

Scoring Rubric for **Learning Outcome 3**: Communication of Information

Check one of the following:

- [ ] Early-Academic-Career Assessment: FOR 601 (Project Proposal)
- [ ] Late-Academic-Career Assessment: Exit Seminar, Thesis (Plan A only), and (if applicable) Manuscript(s)

**Student**: ____________________________  **Semester/Year**: **Spring 2015**

<table>
<thead>
<tr>
<th>Student Learning Outcome or Objective</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Outcome 3:</strong></td>
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<tr>
<td>With regard to the breadth of issues that exist in forestry and other renewable natural resource professions, graduates will be able to demonstrate the ability to communicate information effectively</td>
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</table>

a. **in oral/visual presentations.**
   (Early-career assessment by FOR 601 instructor. Late-career assessment by consensus of FOR 601 instructor and major professor.)

| | No more than two of the following presentation components are adequate: | Three of the following presentation components are adequate: | All four of the following presentation components are adequate: | Received regional or national award for oral presentation or poster presentation. |
| | | | | |
| | | delivery | delivery | delivery | |
| | | structure/organization | structure/organization | structure/organization | |
| | | visual aids | visual aids | visual aids | |
| | | information content | information content | information content | |

b. **in writing.** (Early-career assessment by FOR 601 instructor. Late-career assessment by major professor.)

| | Submitted a research proposal containing all fundamental elements (and, if in FOR 601, received “satisfactory” grade) | Submitted to major professor thesis draft that includes all required components | Final thesis accepted by major professor and other committee members as a result of final examination (and satisfactory completion of any required revisions) | Submitted manuscript, based on thesis work, for peer-reviewed paper |
| | | | | |

**Comments:**

Evaluator(s): __________________________________________________________

Date: ____________________________
Check one of the following:

XXX Early-Academic-Career Assessment: FOR 110

_____ Late-Academic-Career Assessment: FOR 400

Student: ________________________________
Semester/Year: **Fall 2014**

<table>
<thead>
<tr>
<th>Student Learning Outcome or Objective</th>
<th>Project or Activity Assessed</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Learning Outcome 1: Communications</strong></td>
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<td>Graduates will meet the “Communications” General Education Accreditation Requirements of the Society of American Foresters, i.e. they will demonstrate ability to:</td>
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<tr>
<td>a. find, read and interpret professional documents.</td>
<td>Early-Academic Career Assessment: FOR 110 (Student Presentation Drafts)</td>
<td>Can find and extract pertinent information from professional sources.</td>
<td>Can do #1 and articulate the main points of a professional document.</td>
<td>Can do #1 and #2, and explain the relevance for forestry of the information in professional documents.</td>
<td>Can use skills from lower performance levels to develop practical applications and novel lines of inquiry for problem solving.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Evaluator(s): **Dr. David B. Wagner, FOR 110 Instructor**
Date: ________________________________

Committee that developed this rubric: Dr. Michael J. Lacki, Dr. James M. Ringe, Dr. David B. Wagner (Summer/Fall 2013).
Revision by J. Ringe, G.A. Stainback and D. Wagner (Summer/Fall 2014); approved by Department of Forestry faculty on 1 October 2014.
Check one of the following:

Early-Academic-Career Assessment: FOR 110

Late-Academic-Career Assessment: FOR 400

Student Learning Outcome or Objective | Project or Activity Assessed | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score
---|---|---|---|---|---|---
Learning Outcome 1: Communications
Graduates will meet the “Communications” General Education Accreditation Requirements of the Society of American Foresters, i.e. they will demonstrate ability to:

a. find, read and interpret professional documents.

Late-Academic Career Assessment: FOR 400 (Term Paper)

Can find and extract pertinent information from professional sources.

Can do #1 and articulate the main points of a professional document.

Can do #1 and #2, and explain the relevance for forestry of the information in professional documents.

Can use skills from lower performance levels to develop practical applications and novel lines of inquiry for problem solving.

Comments:

Evaluator(s): Dr. G. Andrew Stainback, FOR 400 Instructor

Date: ____________________________

Committee that developed this rubric: Dr. Michael J. Lacki, Dr. James M. Ringe, Dr. David B. Wagner (Summer/Fall 2013).
Revision by J. Ringe, G.A. Stainback and D. Wagner (Summer/Fall 2014); approved by Department of Forestry faculty on 1 October 2014.
Forestry Department Assessment – BS FORE Degree Program
Assessment Scoring Rubric for Learning Outcome 1b: Communications (Rubric current on 1 September 2013)

Check one of the following:

XXX Early-Academic-Career Assessment: FOR 110

Student: __________________________

Semester/Year: Fall 2013

<table>
<thead>
<tr>
<th>Student Learning Outcome or Objective</th>
<th>Project or Activity Assessed</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcome 1: Communications</strong></td>
<td></td>
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<tr>
<td>Graduates will meet the “Communications” General Education Accreditation Requirements of the Society of American Foresters, i.e. they will demonstrate ability to:</td>
<td>Early-Academic Career Assessment: FOR 110 (Student Project Presentation)</td>
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<tr>
<td>b-i. communicate information effectively in oral/visual presentations.</td>
<td>No more than one of the following presentation components is adequate: delivery, structure / organization, visual aids, information content</td>
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<td></td>
<td>Two of the following presentation components are adequate: delivery, structure / organization, visual aids, information content</td>
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<td></td>
<td>Three of the following presentation components are adequate: delivery, structure / organization, visual aids, information content</td>
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<tr>
<td></td>
<td>All four of the following presentation components are adequate: delivery, structure / organization, visual aids, information content</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>b-ii. communicate information effectively in writing, on technical / business levels.</th>
<th>Early-Academic Career Assessment: FOR 110 (Forestry in the U.S. and Kentucky Assignment)</th>
<th>Some competency in:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• grammar / spelling / punctuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• information content</td>
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<td></td>
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<td>Proficiency in:</td>
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<td></td>
<td></td>
<td>• grammar / spelling / punctuation</td>
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<td>• information content</td>
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<td>Proficiency in all lower-level skills plus adequate logical structure and organization</td>
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<tr>
<td>b-iii. communicate information effectively in writing, to non-professional audiences.</td>
<td>Early-Academic Career Assessment: FOR 110 (Planning for Student Projects Assignment)</td>
<td>Some competency in:</td>
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<td></td>
<td></td>
<td>• grammar / spelling / punctuation</td>
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<td>• information content</td>
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<td></td>
<td>• information content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proficiency in all lower-level skills plus adequate logical structure and organization</td>
</tr>
</tbody>
</table>

Comments:

Evaluator(s): Dr. David B. Wagner (FOR 110 Instructor) Date: ____________________________

Committee that developed this rubric: Dr. Michael J. Lacki, Dr. James M. Ringe, Dr. David B. Wagner
## Forestry Department Assessment – BS FORE Degree Program

**Assessment Scoring Rubric for Learning Outcome 1b: Communications (Rubric current on 19 March 2014)**

Check one of the following:

- Early-Academic-Career Assessment: FOR 110
- XXX Late-Academic-Career Assessment: FOR 470

<table>
<thead>
<tr>
<th>Student Learning Outcome or Objective</th>
<th>Project or Activity Assessed</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1: Communications</td>
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</tbody>
</table>
| Graduates will meet the “Communications” General Education Accreditation Requirements of the Society of American Foresters, i.e. they will demonstrate ability to: | Late-Academic Career Assessment: FOR 470 (Final Presentation) | No more than one of the following presentation components is adequate:  
  - delivery  
  - structure / organization  
  - visual aids  
  - information content | Two of the following presentation components are adequate:  
  - delivery  
  - structure / organization  
  - visual aids  
  - information content | Three of the following presentation components are adequate:  
  - delivery  
  - structure / organization  
  - visual aids  
  - information content | All four of the following presentation components are adequate:  
  - delivery  
  - structure / organization  
  - visual aids  
  - information content |       |

- 1b-i. communicate information effectively in oral/visual presentations.

---

**Continued on next page ➔➔➔➔**
### 1b-ii. communicate information effectively in writing, on technical / business levels.

<table>
<thead>
<tr>
<th>Late-Academic Career Assessment: FOR 470 (Stakeholder Description Assignment)</th>
<th>Some competency in:</th>
<th>Proficiency in:</th>
<th>Proficiency in all lower-level skills plus adequate logical structure and organization</th>
<th>Proficiency in all lower-level skills plus adequate orderly synthesis of ideas appropriate for audience</th>
</tr>
</thead>
<tbody>
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<td>• grammar / spelling / punctuation</td>
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<tr>
<td>• information content</td>
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</tbody>
</table>

### 1b-iii. communicate information effectively in writing, to non-professional audiences.

<table>
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<tr>
<th>Late-Academic Career Assessment: FOR 470 (Self-Evaluation Assignment)</th>
<th>Some competency in:</th>
<th>Proficiency in:</th>
<th>Proficiency in all lower-level skills plus adequate logical structure and organization</th>
<th>Proficiency in all lower-level skills plus adequate orderly synthesis of ideas appropriate for audience</th>
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</tr>
</tbody>
</table>

**Comments:**

Evaluator(s): __Dr. Michael J. Lacki (FOR 470 Instructor)__  
Committee that developed this rubric: Dr. Michael J. Lacki, Dr. James M. Ringe, Dr. David B. Wagner

Date: ______________________________