1. **Name(s) and Number(s) of Course being assessed for Oral Communication:** (e.g. ENGL 4444; Capstone in Literature)
   
   FORY 5230, Silviculture and FORY 4980, Senior Capstone Project

2. **Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:**
   
   19 and 25 respectively

3. **Assessment Method(s):** Explain how assessment for this SLO - not grading for the course as a whole was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method.)

   Students in their senior year of the Forestry curriculum take Silviculture during the fall semester and Senior Project as a Capstone during the spring semester. A major portion of the Silviculture laboratory is a group project requiring the development of a management plan. At the end of the term, this plan is presented to the class and invited faculty from within the School of Forestry and Wildlife Sciences. A more in-depth management plan is produced the following semester for Senior Project. In this case, the student crews work on a real project for a local forest landowner. The plans both include an introduction, a literature review, an analysis of the existing vegetation, and recommendations to the landowner for managing their resources. In Silviculture, the group presentation (typically 4 students per crew) lasts 20 minutes with a question and answer period of up to 30 minutes following. In Senior Project, the presentations are of the same format, but more detailed lasting 30 to 45 minutes. During the semester, there are two minor presentations required from each crew. For the first, each crew presents their inventory design (15-minute presentation); this is done prior to the collection of any data. Five faculty members attended these presentations and gave oral feedback to each crew. Following data collection and analysis, each crew then gave a 20-minute presentation covering their cruise results; this presentation was made to the faculty adviser and the course coordinator. Toward the end of the semester, there are opportunities for practice presentations prior to the final presentation; the first is required, and the course coordinator and faculty adviser provide feedback to the crew. A second practice presentation is optional and approximately half of the crews took advantage of this opportunity. Faculty members, as well as the landowner, are invited to the final presentation. The faculty members present are asked to evaluate the presentation using the same rubric used in Silviculture the previous semester. The faculty also ask questions of the students and suggest further improvements. The evaluation form covers 5 broad categories: (a) logical flow of presentation (b) presentation style (c) expertise of presenters (d) thoroughness of approach and e) workability of the solution.

4. **If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:**

   The presentations were developed to be as similar as possible to the sort of communication that land managers will be expected to give to both employer and client. The information required and format of the presentation draw from information in each of the core courses in the professional forestry curriculum.

   **Attachment File Name:**

5. **Based on the comprehensive rubric for the appropriate SLO7, indicate the extent of competency of the average student who has completed this course:**
6. Findings: (what add assessment data tell you about student proficiency in this outcome?)

The average scores (10 point scale) for the seven groups making presentations in 2014 are given below: Category Group 1 Group 2 Group 3 Group 4 Group 5 Group 6 Group 7 Logical flow 9.09.3 8.18.39.08.88.5 Presentation style 9.09.38.48.78.69.07.9 Expertise of presenters 8.98.88.27.848.27.9 Thoroughness of approach 9.4 9.38.28.78.57.67.2 Workability of solution 9.19.37.07.68.78.28.2 All crews did an acceptable job in all aspects of the oral presentation with two groups excelling across all evaluated aspects of the project.

7. How did you (or will you) use the findings for improvement? (What questions/issues/concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this

The repetition seems sufficient (3 group presentations with 2 practice presentations prior to the capstone presentation). All crews but one were technically proficient in making a management plan presentation to a professional audience. The practice presentations were included as a result of past observations that there was not sufficient improvement between the two assessed courses. The instructors of the two courses have begun working together to identify areas of concern with particular classes that can be addressed in the Capstone course. Because of this communication, additional training in economic analysis and presentation of financial analysis will be added to the Silviculture laboratory as well as more practice in conducting economic analysis of competing biological alternatives developed from stand projections in Growth and Yield simulations that are already covered in existing Silviculture labs.

8. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)

The Forestry curriculum has recently been revised and one of the changes was the inclusion of FOWS 2010, Environmental Interpretation into the curriculum. As this class is already being used to evaluate SLO7 in the Natural Resources Management curriculum within our School, we intend to use this class to evaluate SLO7 for both of our curricula that do not currently require COMM1000. Although we will no longer use the two existing classes for SLO7 assessment in the Forestry curriculum, we will closely monitor communication skills development as an objective of our overall curriculum assessment and thus will continue to closely watch the progress of our students skills throughout the curriculum to include these Capstone courses.

9. Committee Comments