FES Assessment of Graduate Student Academic Progress

**Definition of Satisfactory Academic Progress**

Satisfactory progress toward completing a graduate degree in the FES program requires:

* An annual written assessment showing adequate progress in coursework, development of thesis / dissertation or writing project (e.g., capstone report) as evaluated by the major professor(s) and rest of the student’s graduate committee,
* Maintaining a GPA of 3.00 or better for all courses taken as a graduate student,
* Successfully passing relevant exams outlined by the Graduate School,
* Timely\* compliance with all Graduate School and Departmental requirements\*\* regarding committee formation, committee meetings, project proposal, submission of forms and information, participation in seminars and other activities expected of a student, scholar, and citizen.

*\*Students restricted from full course loads may negotiate longer time frames with the program director and their major professor(s).*

*\*\*Students with overdue program materials may be disqualified from funding opportunities such as the CoF Fellowships and FES Awards, and may be dismissed from the program.*

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**Plan for Assessment of Graduate Student Satisfactory Academic Progress**

Please see ‘Assessment Procedure Steps & Instructions’ for additional details about assessment requirements.

* Early in their program (e.g., during their first term of enrollment) students should collaborate with their major professor(s) and graduate committee to establish standards and expectations of satisfactory progress for that student’s program.
* Student progress will be assessed annually at a minimum, but may be assessed more frequently at the discretion of the major professor(s), department administrator(s), or student.
* An assessment of student academic progress will be made by the student, the student’s major professor(s) and, if requested, by other members of the student’s graduate committee. If desired, any member of the committee may write an evaluation of student progress to include in this assessment.
* It is the student’s responsibility to complete the online Qualtrics survey, write a self-assessment narrative, update their completion of milestones, schedule a meeting with their major professor(s) to review academic progress, obtain signatures, and submit the assessment packet to the FES Department no later than **June 30th each year** (although students may be assessed more frequently throughout the year at the discretion of the major professor(s), department administrator(s), or student). **If a student does not turn in their assessment on time, this will be considered equal to unsatisfactory progress, which may result in a registration hold being put on the student’s account.**

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**Assessment Procedure Steps & Instructions**

1. **Online Survey in Qualtrics:** The student will complete the survey at the following website. Responses are important and will inform efforts to improve the graduate programs. **Even if the student has completed this survey in the past (e.g., last year), please complete it again so we can measure opinions over time.**

[**https://oregonstate.qualtrics.com/jfe/form/SV\_8BOLAxh0ONSNEay**](https://oregonstate.qualtrics.com/jfe/form/SV_8BOLAxh0ONSNEay)

1. **Self-Assessment Narrative:** The student will write a Self-Assessment Narrative before their assessment meeting. This narrative should summarize activities taken by the student since their last Assessment of Graduate Student Academic Progress and should address how they have met expectations established in their last assessment (or any changes to those expectations), including:
   1. Coursework taken and grades received,
   2. Field work, data collection/analysis,
   3. Progress on writing proposal, as well as thesis / dissertation or capstone report,
   4. Participation in professional development opportunities,
   5. Service to the Department and the University,
   6. Any other relevant information, including any impediments to progress.
2. **Completion of Milestones:** The student will fill out the Completion of Milestones before their assessment meeting. The last Completion of Milestones may be resubmitted if nothing has changed.
3. **Assessment Meeting and Major Professor(s) Assessment:** The student will schedule an assessment meeting with their major professor(s) to occur before the deadline. Other committee member participation is not required, but may be requested by the student or major professor(s). Before the meeting, the student will provide their Self-Assessment Narrative and Completion of Milestones to participants. During the meeting, they will:
   1. Discuss the contents of their Self-Assessment Narrative and Completion of Milestones,
   2. Get feedback on their academic progress and establish expectations for the coming months / year,
   3. Solicit additional feedback regarding any issues impeding their progress,
   4. Seek clarification on any feedback or expectations they do not completely understand.

After reviewing the student’s Self-Assessment Narrative and Completion of Milestones, the major professor(s) will use the Major Professor(s) Assessment to document their feedback and expectations for the coming months / year. They will discuss their completed assessment with the student during the meeting and provide additional feedback or clarification if requested. If the student’s progress on any tasks is unsatisfactory, an Academic Performance Improvement Plan will need to be completed and included.

1. **Signature Sheet:** The student will obtain signatures on the Signature Sheet as directed.
2. **Preparing the Assessment Packet:** The student will include the following in their assessment packet:
   1. Self-Assessment Narrative,
   2. Completion of Milestones,
   3. Major Professor Assessment, and Academic Performance Improvement Plan (if required),
   4. Signature Sheet with all required signatures,
   5. Optional additional documentation.
3. **Submitting the Assessment Packet:** The student will submit their completed assessment packet to the Graduate Program Coordinator in the FES Department Office.

FES Assessment of Graduate Student Academic Progress

**Step 1: Online Survey in Qualtrics**

**Student:** Please complete the survey at the following website. Responses are important and will inform efforts to improve the graduate programs. Even if the student has completed this survey in the past (e.g., last year), please complete it again so we can measure opinions over time.

[**https://oregonstate.qualtrics.com/jfe/form/SV\_8BOLAxh0ONSNEay**](https://oregonstate.qualtrics.com/jfe/form/SV_8BOLAxh0ONSNEay)

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**Step 2: Self-Assessment Narrative**

\*\*\*This must be completed and submitted as part of your assessment.\*\*\*

**Student:** Please use the following space (may extend beyond this page, if necessary) to write your self-assessment narrative using the instructions under #2 on page 2 (above) of this document. You can also choose to attach this in a separate document. Complete this and give it to your major professor(s) prior to your assessment meeting.

In my first academic year in the OSU FES MS program, I have upheld my commitment to satisfactory academic progress by obtaining a 3.8 GPA. I have gotten an A or A- in all of my graded classes thus far with the exception FES 536: “Carbon Sequestration in Forests”, in which I got a B+. These “A” classes are as follows: GRAD 520: Responsible Conduct of Research; ST 511: Methods of Data Analysis; FES 520: Posing Research Questions; FES 500: Market Tools for Greenhouse Gas Emissions; FES 599: Special Topics in Isotopics-Journal Club; GEOG 596: Field Research in Geomorphology; ST 536: R Programming for Data. Lastly, I passed one of the FES mandatory courses on a pass/fail course system, FES 526: Communication Skills for Scientists.

During this time, I have progressed in my research duties, as well. I have been learning and using R and will use this software in my analyses of dendrometer and climate data from the HJ Andrews Experimental Forest, where my research will take place. I have visited the forest twice now, once to assess dendrometers on site and once to attend a field safety course. I will continue working through the summer on this front. Outside of campus, I attended a graduate workshop in ecophysiology in October of 2023 and a faculty-led study abroad course rooted in ecology and forestry in southern Chile.

Moreover, I have formed my graduate committee and completed my MS proposal. Outside of my stipends from Graduate Teaching Assistantships and Graduate Research Assistantships, I received two COF scholarship for the 2023-2024 academic year, three COF scholarships for the 2024-2025 academic year, and one FES scholarship for the 2024-2025 academic year.

To show my admiration for the college, I have joined the COF Graduate Student Council as their social events chair. I currently have no impediments to completing my academic program in a satisfactory manner.

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**Step 3: Completion of Milestones**

\*\*\*This form must be completed and submitted as part of your assessment.\*\*\*

**Student:** Please complete this form and give it to your major professor(s) prior to your assessment meeting. Enter the names of your major professor(s) and committee members, their respective departments, and the term of completion for milestones achieved in your current degree program (e.g. “Winter, 2025”). If nothing has changed since your previous ‘Completion of Milestones’, you may resubmit it instead of completing a new one.

STUDENT NAME:

Gabby John

MAJOR PROFESSOR NAME(S): HOME DEPT:

Chris Still FES

Mark Schulze FES

COMMITTEE MEMBER NAME(S): HOME DEPT:

Loren Albert FES

Matthew Powers (GCR) FERM

When was your **committee formed?** January 2024

When did you have your **program of study meeting?** February 2024

When did you submit your **program of study *to FES*?** February 2024

When did you submit your **Learning Outcomes documents to FES?** February 2024

(MS and PHD ONLY) When did you submit your **signed research proposal to FES?** June 2024

When did you submit your **program of study *to the Grad School*?** March 2024 (I believe)

(PHD ONLY) When do you **plan to take your prelim exams?** NA

(PHD ONLY) When did you **pass your prelim exams?** NA

When do you **plan to take your final exam / defense?** Summer/Fall 2025

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**Step 4: Assessment Meeting and Major Professor(s) Assessment**

\*\*\*This form must be completed and submitted as part of your assessment.\*\*\*

**Student:** Please provide this form to your major professor(s) and ensure its full completion. You will discuss this completed assessment during the meeting. It is your responsibility to review your major professor responses and seek clarification on any items you do not understand. Committee members may participate in this assessment if requested by you or your major professor(s).

**Major Professor(s):** Please respond to each question and discuss your responses with your student at the meeting. For any ‘NO’ response, please complete the Academic Performance Improvement Plan at the end of this form and ensure your student is able and willing to meet these requirements to reestablish satisfactory progress. Committee members may participate in this assessment if requested by you or your student.

Student Name: Gabby John Date of Assessment: 6/27/2024

Major Professor Name(s): Chris Still; Mark Schulze

|  |  |
| --- | --- |
| **1.** | **Overall, has your student made satisfactory academic progress (e.g., since their last assessment)?** |
|  | YES: I have no suggestions to improve this student’s academic progress. |
|  | YES, BUT: I am recommending the following changes or improvements (include timelines): |
|  | NO: Must also complete the Academic Performance Improvement Plan at the end of this form. |

|  |  |
| --- | --- |
| **2.** | **Is your student making satisfactory progress in completing their coursework?** |
|  | YES: No changes recommended or required |
|  | YES, BUT: I am recommending the following changes or improvements (include timelines): |
|  | NO: Must also complete the Academic Performance Improvement Plan at the end of this form. |

|  |  |
| --- | --- |
| **3.** | **Is your student making satisfactory progress in their fieldwork, data collection, and analysis?** |
|  | YES: No changes recommended or required |
|  | YES, BUT: I am recommending the following changes or improvements (include timelines): |
|  | NO: Must also complete the Academic Performance Improvement Plan at the end of this form. |

|  |  |
| --- | --- |
| **4.** | **Is your student making satisfactory progress in completing their thesis, dissertation, or capstone (includes their proposal)?** |
|  | YES: No changes recommended or required |
|  | YES, BUT: I am recommending the following changes or improvements (include timelines): |
|  | NO: Must also complete the Academic Performance Improvement Plan at the end of this form. |

|  |  |
| --- | --- |
| **5.** | **Has your student participated in any professional development opportunities?** |
|  | YES: No changes recommended or required |
|  | YES, BUT: I am recommending the following changes or improvements (include timelines): |
|  | NO: Must also complete the Academic Performance Improvement Plan at the end of this form. |

|  |  |
| --- | --- |
| **6.** | **Has your student provided service to the department, college, or university? (RECOMMENDED, NOT REQUIRED)** |
|  | No changes recommended. |
|  | The following changes or improvements are recommended: |
| **7.** | **Please use the space below to document any additional feedback you have for this student. Please limit your feedback to issues affecting this student’s academic progress. You can also include main tasks your student should accomplish during the coming year.  If you said “No” to any of the above questions, you must complete the Academic Performance Improvement Plan on the next page.** |
|  | We feel Gabby is making good progress and look forward to her work on the dendrometer project over the summer and coming academic year. We feel she is on track to complete her Masters degree by the end of Spring or Summer quarter in 2025. |

**Academic Performance Improvement Plan**

**If the major professor(s) said “No” to any of the above questions, the major professor(s), in consultation with the student, must develop this Academic Performance Improvement Plan by answering all of the following questions.** **If “Yes” was checked on all of the above questions, then please leave this page blank.** If a student’s unsatisfactory performance persists beyond the agreed upon deadline(s) below, the program (in consultation with the major professor[s]) reserves the right to recommend the student to the Graduate School for dismissal.

Date:

Student:

Major Professor(s):

1. **Please list specific deficiencies (as bullet points below):**
2. **Please specify a clear plan to address these deficiencies (as bullet points below):**
3. **Please list the deadline(s) for completion of this plan to address these deficiencies (as bullet points below):**
4. **Very Important! Please clearly specify the consequences if these deficiencies are not rectified by the deadline(s) specified above (can include dismissal):**

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**Step 5: Signature Sheet**

\*\*\*This form must be completed and submitted as part of your assessment.\*\*\*

**Student:**  Please obtain all required signatures below. Other committee members are only required to sign if they contributed to this assessment. **You may send the completed assessment to the FES Graduate Coordinator and they can get signatures electronically (DocuSign).**

**Major Professor(s) / Committee Member Signatures**

*I have reviewed my student’s Self-Assessment Narrative and Completion of Milestones summary, documented my feedback on this assessment and in the Academic Performance Improvement Plan (if required), and discussed these materials with my student to ensure they understand my evaluation and expectations. My student has had the opportunity to seek additional feedback and I have provided this feedback when requested.*

Chris Still  6/27/2024

Mark Schulze A close up of a black line

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Major Professor Signature(s) (required) Date

Committee Member Signature(s) (optional) Date

**Student Signature**

*I understand my major professor(s) assessment of my progress and their expectations of me, including the Academic Performance Improvement Plan (if required). I have communicated any issues impeding my progress in the Self-Assessment Narrative and have sought and received feedback on any such issues from my major professor(s).*

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Description automatically generated

June 23, 2024

Student Signature (required) Date

**Program Director Signature**

Program Director Signature (required) Date

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**Step 6: Preparing the Assessment Packet**

**Student:** The student will first complete the Online Survey in Qualtrics (see Step 1 above) and then include completed versions of the following in their assessment packet (all of these are provided in this document above):

a. Self-Assessment Narrative (see Step 2 above),

b. Completion of Milestones (see Step 3 above),

c. Major Professor Assessment, and Academic Performance Improvement Plan (if required) (see Step 4 above),

d. Signature Sheet with all required signatures (see Step 5 above),

e. Optional additional documentation.

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**Step 7: Submitting the Assessment Packet**

**Student:** The student will first complete the Online Survey in Qualtrics (see Step 1 above) and then submit their completed assessment packet to the Graduate Program Coordinator in the FES Department Office. **You may send the completed assessment packet to the FES Graduate Coordinator and they can get signatures electronically (DocuSign).**