1. **Name(s) and Number(s) of Course being assessed for Oral Communication:**

   CAHS 5750 Apparel Line Development

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

   21 enrolled; 21 students work evaluated for the SL07 competency

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.)**

   Five groups with 4-5 students in each presented two successive stages of their term long collaborative project. Each student in each group was required to present at least one part of the overall presentation, which ran approximately 10 minutes. A rubric was used to score each team’s presentation using seven criteria: content, organization, visual aids, English (correct use of words), elocution (speaking clearly and smoothly, avoiding ums and ahs), eye contact, and teamwork (displaying planned teaming rather than simply taking turns without planning a transition). A 7-point scale was used, and scores were averaged for the assessment.

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

   N/A

5. **Findings: (what add assessment data tell you about student proficiency in this outcome?)**

   Scores for the seven criteria ranged from 4-7 on the first presentation and 5.8-7 on the second one. The lowest score the first time was eye contact, but that mean rose to a 6.2 on the second presentation. The lowest score on the second presentation was elocution, but it had risen slightly to 5.8 from the first time 5.4. Students scored perfect 7s on English both times and also achieved a 7 on visual aids the second time (a good 6.6 the first time). For both presentations, students scored between a 6.2 and 7 on content, organization, visual aids, English, and teamwork (planned team transitions rather than individuals taking turns).

6. **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 analysis?)**

   Next time the instructor will discuss eye contact and elocution more with the class prior to the first presentation. Also, a third presentation will be evaluated next spring by departmental faculty other than the instructor in order to broaden awareness of the extent to which seniors nearing graduation can perform in oral presentations.

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

8. **Committee Comments**

   The committee feels that each method is described clearly and that the methods are appropriate for what they
intend to evaluate. No rubric was attached to the report.