1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)
   AGRN 4950

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:
   13 and 13

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.)
   AGRN 4950 (Senior Seminar) is the primary course by which we meet the standards of SLO 7. Using the rubric outlined at: http://www.auburn.edu/academic/provost/undergrad_studies/corecurriculum/pdf/Revised%20SLO%20rubrics.pdf, we designed projects within AGRN 4950 that meet that rubric. Specifically (from the rubric), with our Objectives:

   Stated Rubric: Structure ideas clearly and expressively, using appropriate language free from bias and understand what it means to be an ethical and credible speaker.

   Our Objective for this Rubric: Students should be able to give a persuasive speech in which they discuss their rationale for why you made they made a specific agronomic decision or why they support or disagree with a contemporary agricultural issue.

   Stated Rubric: Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message dissemination.

   Our Objective for this Rubric: The Objective is that students will have created and have experience in writing resumes, thank-you letters, and letters of applications for career positions. They will also have experience in replying to e-mail queries about agronomic issues, and will be able to effectively discuss specific agronomic issues with cooperators, such as would occur in site visits to research or field work. For an oral presentation, students will give a technical presentation summarizing recent research results in the field of agronomy.

   Stated Rubric: Communicate candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small groups.

   Our Objective for this Rubric: The objective is that students will complete an instructional presentation where they teach the other students in the course a new agronomic technique or skill.

   Stated Rubric: Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary.

   Our Objective for this Rubric: Our Objective is that students will use the entire contents of AGRN 4950 as a
group discussion – raising questions as needed throughout other’s presentations.

4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:
   No substantial difference.

5. Based on the comprehensive rubric for the appropriate SLO7, indicate the extent of competency of the average student who has completed this course:
   intermediate

6. Findings: (what add assessment data tell you about student proficiency in this outcome?)
   Our students tend to be moderately good public speakers, and they improved over the course of the semester in their presentations. They improved because: 1) they had more practice, 2) the best student presentations caused others to improve in order to be more competitive amongst the group, and, 3) if the presentations were not to my standard I would privately discuss my concern with the student, and we would discuss methods for improvement.

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
   In future semesters we will likely conduct more 'small group' exercises so that Rubric #4 (as above) is better met. We will also include some discussion on the 'professional interview', covering proper clothing, thank-you notes, interviewing skills, and use of e-mail as a part of the job search process.

8. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)
   I would like the committee to know that, in all honesty, letting us add COMM 1000 to our curriculum would be a much better situation for us in terms of meeting this SLO. As a Professor of Agronomy I am not sure that I am exactly the right person to be instructing students in presentation skills, and it's also not my job. We would all be much better served if we could have our students take COMM 1000 instead.

9. Committee Comments