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

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:
   approximately 70; 53

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.)

   BIOL 4950 Undergraduate Seminar is a required course for all students majoring in one of the undergraduate degree programs administered by the Department of Biological Sciences. The course is taught both Fall and Spring semesters and has 18 or fewer students/section. We offer three sections per semester and typically most students in a section are in the same major and are juniors or seniors. The purpose of BIOL 4950 is to provide experience in the professional written and oral communication genres used in the biological sciences. For the oral communication experience students present scientific papers using PowerPoint in a format typical of that used at professional scientific meetings. A rubric common to all sections is used by the instructor to assess each student’s presentation. This rubric addresses the first, third and fourth skills listed under SLO 7.

   On June 19th 2013 the five instructors who taught BIOL 4950 in the 2012-2013 academic year met to summarize and review the data. The results from the assessment of 53 students were considered. To assess students in the context of the SLO7 rubric, the skills evaluated in the BIOL 4950 Oral Presentation rubric were matched to the skills listed in the SLO7 rubric (Table 1). Then, the number of students attaining each level of accomplishment was summed (Table 1). Two skills from the BIOL 4950 rubric were matched to the first skill listed on the SLO7 rubric and the average was used for further analysis (Table 2). Finally, to determine the extent of competency of the average student using the comprehensive rubric for SLO 7, the average score for each of the three skills was determined. It was decided that each of these skills should count equally towards overall competency (Table 2). Based on these findings, the extent of competency of the average student is “advanced”. Most students exceeded our standards in all three of the skills. In addition, very few students demonstrated a “basic” level of mastery, and no students demonstrated a general lack of competence in SLO 7.

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

   Attachment FileName:  SLO7-BIOL 4950 Findings.docx

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

6. Findings: (what add assessment data tell you about student proficiency in this outcome?)
   Based on these findings, the extent of competency of the average student is “advanced”. Most students
exceeded our standards in all three of the skills. In addition, very few students demonstrated a “basic” level of mastery, and no students demonstrated a general lack of competence in SLO 7 skills (i.e., did not meet the standard).

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)

We have not yet discussed the findings as a group. However, at the June 19th meeting there was extensive discussion of the rubrics (the course has a set of rubrics for a number of different assignments) and we found high agreement on their applicability.

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

9. Committee Comments