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

   NTRI 2050 Science of Food

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

   59

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.)

   Each student was required to do a 10-15 minutes presentation about a food product in the market, which they researched. They were encouraged to use different kinds of visual aids (PowerPoint, diagram, poster, etc.) to make their presentations interesting and understandable. Some students did bring real food samples just in case classmates were not familiar with the products they were talking about. The presentation should include the key components as below: •Introduction •Ingredients and preservatives used in the food product •Nutrition facts •Application of the food science principles •References

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

   Additional class added due to willingness of faculty member to include oral assessment in class

   Attachment FileName: NTRI2050 12-13 Rubric.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 the total score of 15, 21 students had a full score. Another 31 students was given 14 points, and another 7 students received 13 points. Most students had their points deducted, either due to lack of direct eye contact with the audience, script-reading, did not speak out while talking, lack of organization of the presentation, and/or used visual aids that were difficult to see or read (e.g. small font size). On a 1-4 scale, the average score was 3.2. The percentages of students who fell into each group were: Excellent (36%), Very good (55%), and Good (10%). None of the students performed poorly in this presentation and most were well-prepared. Even though most of them were very quiet in the classroom and had indicated to the instructors and Teaching Assistants they were not comfortable with public speaking.

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

   To inform the development of the class and this particular learning outcome in future years
8. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)
   None

9. Committee Comments