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

NTRI 3720-Nutrition Assessment

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

51

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.)

Students in the NTRI 3720-Nutrition Assessment class are asked to apply a dietary assessment technique to “real-life situations.” This is a hypothetical exercise and students present the planning and design of this assessment. During their presentations students select the purpose of their dietary assessment (for example, clinical (treating and/or counseling); food service management; public health (monitoring tool, inform public policy); research (large or small studies). During their presentation they describe their target population for their dietary assessment, the relationship between the nutrient or food and health/disease condition on which they are focusing, their dietary assessment technique, the manner in which they will administer their dietary assessment technique, the advantages and limitations of their technique, and established recommendations for the nutrient or food they are assessing. Student presentations were evaluated utilizing a grading rubric which can be found below. Fellow students also provided input for presentation grades and this form is also included.

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 File Name: NTRI Communication Oral 2014.pdf

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?)

A total of 51 students were assessed during the spring semester 2014. The overall grade distribution for this assessment is as follow:Table 1 - Grade Distribution Grade ABCDF% (n) 73% (37) 27% (14) 000Table 1 highlights that all students were good to excellent when it came to their oral communication during this assessment. For the spring 2014 course, this oral communication assignment represented a quarter of each student’s overall grade. The previous year the oral communication assignment represented 7% of each student’s grade for the course. The additional weight to this assignment greatly improved the quality of the presentations from last year. While I believe the previous rationale holds, another consideration was that this year all students were in one section instead of two sections.
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?

The entire NTRI faculty, along with the department head hold faculty meetings in order to examine the performance of our students across all student learning outcomes with a view to devising strategies and plans on how the faculty can assist the students in the areas that they are weakest. During these meetings faculty examine multiple courses where written papers, oral presentations and projects are graded, which will allow for reinforcement and assessment of the students’ performance across several of their major courses.

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

See attached report for all grading rubrics

9. Committee Comments