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

   CTEC 4920

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

   45

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.**

   Early Childhood Education majors are assessed a minimum of four times during their final semester in the program during internship. Each intern is evaluated on a 4 point scale: 4=Exemplary, 3=Competent, 2=Approaching Competence, 1= Poor; by a university supervisor and/or cooperating teacher on the Professional Educator Performance Evaluation (PEPE) Observation Instrument: Orienting, Directing, Presenting, and Communicating. The descriptors under communicating include:

   6.1!Speaks!Clearly/Correctly
   Uses!standard!speech
   Uses!Correct!pronunciation
   Adjusts!rate
   Adjusts!volume
   Adjusts!pitch
   Organizes!presentation
   Uses!appropriate!vocabulary
   Speaks!fluently

   The PEPE is used by the College of Education to evaluate teaching proficiency during the full semester school internship (CTEE 4920).

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

   Assessment methods are the same.

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

   The mean score of the 45 interns under the "Communicating" standard was 3.91/4.0, compared to the College of Education average (N = 213) of 3.57. An effective teacher possesses strong communication skills, for example, effectively communicating with students, parents, administrators, and peer teachers. This score reflects that our Early Childhood Education majors are strong in their communication skills in the classroom setting.

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?)**

   Faculty discussed ways to continue to prepare our early childhood education majors for communicating effectively.
with parents and administrators. We consider 3.91/4.0 meeting our goals. We incorporated mock parent teacher conferences in a professional seminar course, similar to how we have mock interviews for teaching jobs. We will continue to assess the effectiveness of this strategy.

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

We will continue to use the same rubric for the seminar course as is used in the semester long internship. We will look at options as we go up for national accreditation with our national early childhood association, as well.

8. Committee Comments

Mean of rubric score= 2.78 (out of 4)

Complete assessment- Findings prove student attainment of communication skills based on PEPE Observation instrument, but findings for improvement will enhance competency levels and proof of attainment.