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

   CTSE 4090/CTSE 4100

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

   15

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 perform an inquiry based demonstration which actually “teaches something” to the class. This mini-lesson is an opportunity for them to micro teach to their colleagues and receive constructive feedback. Students are expected to be creative and the lesson must be interactive. The microteaching lesson may address any topic. The portion presented must be very hands-on and interactive. In essence, the lesson plan should be designed to effectively “teach something” to the class in no more than 10 minutes. Students must plan appropriately and determine what knowledge/principle, etc. is critical for the learners involved and the most effective way to convey the primary goals of the lesson.

   **Rubric**
   Each category is worth 1 point.
   1. Exhibits confidence in subject matter._____
   2. Focuses students immediately before performing demonstration, uses questions to stimulate inquiry._____
   3. Demonstration works effectively in producing phenomenon desired._____
   4. Explains to students by showing, alerts students to essential learning throughout lesson._____
   5. Demonstrates the ability to interest student, shows enthusiasm, closes with a summary of essential learning._____

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

   Not different from those initially proposed

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

   Students are able to clearly articulate the main points and essential aspects of the content and assessed based on their ability to do this effectively. Students are also assessed by their peers using the same rubric listed above.

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?)**

   The findings from students performance on this assessment will be used to determine areas that students need to improve on during their assigned field placement throughout the subsequent semester.

7. **Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)**
This assessment provides an opportunity for students to also familiarize themselves with key aspects in teaching also evaluated during their upcoming field placements. These points in the rubric included are also highlighted in their teaching evaluations during the internship experience.

8. Committee Comments

2/4- The findings are not clearly defined. The report states, "The findings from students performance on this assessment will be used to determine areas that students need to improve on during their assigned field placement throughout the subsequent semester." What areas need improvement? How will these be addressed?