1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)
   CTMU 4920

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:
   13 enrolled AND 13 assessed for SLO7 (Oral Communication)

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.

   Data from the AU Educate Alabama internship assessment form (submitted via TK-20) were used to assess SLO-7. Specific pertaining to this SLO include Standards 2.10, 3.2, 3.3, and 4.2. Standard 2 is Teaching and Learning. Number 2.2. deals with maintaining records to facilitate better communication. Standard 3 is Literacy. Number 3.2 supports effective verbal and non-verbal communications during instruction, and number 3.3 addresses strategies students use during instruction, specifically related to critical literacy components. Standard 4 is Diversity. Number 4.2 addresses specific ways that students demonstrate sensitivity to different populations through their communication skills.

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

   Our program continues to use additional data from multiple courses as well as assessment data from TK-20. The EducateAlabama assessment form, along with other assessment data, is required in conjunction with this course. Since CTMU 4920/23 is required as a capstone professional teaching internship for all students in our program, we believe that using the EducateAlabama assessment form provides a valid source of assessment data for Teacher Education students. The EducateAlabama assessment also holds useful potential for longitudinal assessment.

   Attachment FileName:

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

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

   Our Music Education students generally exhibited moderate to high levels of competency on the required assessments. While we will continue to improve program outcomes, we are pleased that the assessment data indicate that we are preparing highly qualified music teachers.

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 will continue to address deficiencies as our students progress through their preparatory coursework. We have added additional and earlier school field experiences and have included more opportunities for
documented student reflection throughout those field experiences. We also are striving to increase the level of collaboration with our public school partners which will empower us to identify and correct any AU student deficiencies at an earlier stage in the program.

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

Presently, we will continue to use the AU Educate Alabama as a key assessment tool. Certainly, TK-20 and other technologies are also proving to be useful tools for student assessment and advising.

9. Committee Comments