### Learning Outcome
What should a graduate in this major know, value, or be able to do at graduation and beyond?

### Data Collection and Analysis
What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.

### Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

### Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Data Collection and Analysis</th>
<th>Results of Evaluation</th>
<th>Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display effective public presentation skills.</td>
<td>Speech: Evaluation form used to evaluate informative and persuasive speeches; rankings (from “excellent” to “poor”) are used to evaluate public speaking skills in three general areas: content, organization, and delivery. <em>(Appendices R, S)</em></td>
<td>Speech: Many students lack basic organizational/outlining and research skills. <em>Recommendation:</em> The development of more in-class exercises that help students learn how to organize and outline material in a more effective manner; require students to attend a library tour.</td>
<td>Speech: Add at least 1-2 class periods to focus on how to organize/outline materials; add 1 classroom session (library tour) devoted to using electronic databases to research for source material.</td>
</tr>
</tbody>
</table>

**Speech:**
- Many students lack basic organizational/outlining and research skills.
- *Recommendation:* The development of more in-class exercises that help students learn how to organize and outline material in a more effective manner; require students to attend a library tour.

**Theatre:**
- Inappropriate stage movement (body language) for character.
- *Recommendation:* More emphasis on stage movement workshop activities.
- Viola Spolin improvisational techniques will be incorporated into rehearsal times.
| Option of responding to qualitative questions. (Appendices T, U) | Speech: Speech outlines must satisfy five basic outlining rules. **Speech and Theatre:** organization, content, grammar, evidence in research paper; responses to short-answer essay questions must satisfy three criteria: accuracy, clarity and completeness. | A number of ideas are still being discussed: mandate that students seek help from the DSU Writing Center, revise content of some of the elective speech courses to require more student writing; allow students to evaluate/critique “top” papers (a formal meeting will be scheduled to seriously discuss these issues). |

| Display excellent written communication skills in all areas, including theatre. | Outlines, research projects, and short-answer/essay exams. **Speech:** Speech outlines must satisfy five basic outlining rules. **Speech and Theatre:** | Speech: Many students still display poor writing skills (organizational skills, develop of arguments, use of evidence, grammar, paragraph formation, etc.) **Recommendation:** Incorporate more student sessions for the purposes of evaluating student progress. |

| Use technology effectively in public speaking situations and theatrical performances. | **Speech:** Oral presentations w/ Power Point (PP). Students are evaluated on their ability to use the technology effectively in public settings (the criteria include: clarity of information, relevance of PP to topic, proper sequencing of slides, correct information on slides, visual appeal). **Theatre:** Designing and implementing effective use of sound and lighting. Written/oral feedback from student/faculty | **Speech:** Many students still have problems with lack of preparation, organization of material, inadequate knowledge of equipment. **Recommendation:** Incorporate more class time to discuss how to use PP in public presentations. **Theatre:** Students have inadequate knowledge of use of lighting and sound. Until re-opening of the renovated Jobe Theatre in Fall 2005, Theatre students had no access to high-quality sound equipment and lighting boards. Renovated facilities will now allow | **Speech:** Arrange for all SPE 101 courses to be taught in Smart classrooms; add one class period to clarify appropriate/inappropriate use of PP. **Theatre:** Fall of 2005, external Consultant was brought in to assist with fall production lighting and sound. Continued efforts to improve opportunities for students’ training: Contact DMI (Delta Music Institute) Director and establish training workshops conducted by DMI for students enrolled in THE 339: Dramatic Production Techniques; arrange lighting workshops conducted by Mark |
| and ACTF adjudication. | for workshops.  
*Recommendation:* Consult with experts in these areas. | Wise, lighting consultant, and/or by students trained by professional lighting consultants. |
APPENDIX R
Speech Communication and Theatre Arts

Speech Evaluation Form (Informative Speech)

Speaker’s Name:

Please use the following rating scale to evaluate the speeches:

4 Excellent   3 Good   2 Average   1 Poor

Organization:

Attention-getter: interesting, creative, and captivating
4 3 2 1

Thesis statement: strong, clear and concise
4 3 2 1

Main points/transitions: clear and logical
4 3 2 1

Conclusion: restates thesis and provides closure to the speech
4 3 2 1

Content:

Topic: provides justification of importance of topic to audience
4 3 2 1

Language: appropriate, clear, and compelling where necessary
4 3 2 1 (x 1.5)

Supporting materials: adequate use of statistics, examples, and testimony
4 3 2 1

Delivery:

Eye contact: sustained
4 3 2 1

Gestures: works to emphasize and reinforce linguistic meaning
4 3 2 1

Vocal tone and pacing: works to emphasize/reinforce meaning
4 3 2 1

TOTAL

__________
## Speech Evaluation Form (Persuasive Speech)

Speaker’s Name:

Please use the following rating scale to evaluate the speeches:

<table>
<thead>
<tr>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Average</th>
<th>1 Poor</th>
</tr>
</thead>
</table>

### Organization:

- **Attention-getter**: interesting, creative, and captivating
  - Rating: 4 3 2 1
- **Thesis statement**: strong, clear and concise
  - Rating: 4 3 2 1
- **Main points/transitions**: clear and logical
  - Rating: 4 3 2 1
- **Conclusion**: restates thesis and provides closure to the speech
  - Rating: 4 3 2 1

### Content:

- **Topic**: provides justification of importance of topic to audience
  - Rating: 4 3 2 1
- **Argument**: clear, convincing arguments to support proposition
  - Rating: 4 3 2 1 (x 1.5)
- **Supporting materials**: adequate use of statistics, examples, and testimony
  - Rating: 4 3 2 1

### Delivery:

- **Eye contact**: sustained
  - Rating: 4 3 2 1
- **Gestures**: works to emphasize and reinforce linguistic meaning
  - Rating: 4 3 2 1
- **Vocal tone and pacing**: works to emphasize/reinforce meaning
  - Rating: 4 3 2 1

### TOTAL


# APPENDIX T
Speech Communication and Theatre Arts

## ACTING EVALUATION I

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tbody>
<tr>
<td>Credibility of Character</td>
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<tr>
<td>Building Process</td>
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<tr>
<td>Business</td>
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<tr>
<td>Motivated Action</td>
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<tr>
<td>Relationship to Other</td>
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<tr>
<td>Memorization</td>
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<td>Diction</td>
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<tr>
<td>Gestures / Mannerisms</td>
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</table>
APPENDIX U
Speech Communication and Theatre Arts

ACTING EVALUATION FOR PRODUCTION

Name of Character _______________

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<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>Projection</td>
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<tr>
<td>Enunciation</td>
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<tr>
<td>Motivated Action</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Credibility of Character</td>
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</tbody>
</table>

Comments about ratings:
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