

Educational Program Learning Outcome Assessment Plan Speech Communication and Theatre Arts.
 These are Learner Outcomes identified for the **current** year.

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>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.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Display effective public presentation skills.</p>	<p><u>Speech</u>: 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. (Appendices R, S)</p> <p><u>Theatre</u>: Student/faculty critiques of performances; theatre students are evaluated on four areas related to acting (projection, enunciation, stage movement, and character motivation). The evaluation is based on a quantitative ranking scale (“excellent” to “poor”) with the</p>	<p><u>Speech</u>: Many students lack basic organizational/outlining and research skills. <i>Recommendation</i>: 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.</p> <p><u>Theatre</u>: Inappropriate stage movement (body language) for character. <i>Recommendation</i>: More emphasis on stage movement workshop activities.</p>	<p><u>Speech</u>: 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.</p> <p><u>Theatre</u>: Viola Spolin improvisational techniques will be incorporated into rehearsal times.</p>

	option of responding to qualitative questions. (Appendices T, U)		
Display excellent written communication skills in all areas, including theatre.	<p>Outlines, research projects, and short-answer/essay exams.</p> <p><u>Speech</u>: Speech outlines must satisfy five basic outlining rules.</p> <p><u>Speech and Theatre</u>: organization, content, grammar, evidence in research paper; responses to short-answer essay questions must satisfy three criteria: accuracy, clarity and completeness.</p>	<p><u>Speech and Theatre</u>: Many students still display poor writing skills (organizational skills, develop of arguments, use of evidence, grammar, paragraph formation, etc.)</p> <p><i>Recommendation</i>: Incorporate more student sessions for the purposes of evaluating student progress.</p>	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 <u>will</u> be scheduled to seriously discuss these issues).
Use technology effectively in public speaking situations and theatrical performances.	<p><u>Speech</u>: 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).</p> <p><u>Theatre</u>: Designing and implementing effective use of sound and lighting. Written/oral feedback from student/faculty</p>	<p><u>Speech</u>: Many students still have problems with lack of preparation, organization of material, inadequate knowledge of equipment.</p> <p><i>Recommendation</i>: Incorporate more class time to discuss how to use PP in public presentations.</p> <p><u>Theatre</u>: 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</p>	<p><u>Speech</u>: Arrange for all SPE 101 courses to be taught in Smart classrooms; add one class period to clarify appropriate/inappropriate use of PP.</p> <p><u>Theatre</u>: 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</p>

	and ACTF adjudication.	for workshops. <i>Recommendation:</i> Consult with experts in these areas.	Wise, lighting consultant, and/or by students trained by professional lighting consultants.
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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

APPENDIX S

Speech Communication and Theatre Arts

Speech Evaluation Form (Persuasive 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

Argument: clear, convincing arguments to support proposition

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

APPENDIX T

Speech Communication and Theatre Arts

ACTING EVALUATION I

NAME _____

DATE _____

Credibility of Character	1	2	3	4	5
Building Process	1	2	3	4	5
Business	1	2	3	4	5
Motivated Action	1	2	3	4	5
Relationship to Other	1	2	3	4	5
Memorization	1	2	3	4	5
Phrasing	1	2	3	4	5
Diction	1	2	3	4	5
Gestures / Mannerisms	1	2	3	4	5

