



Speech & Theatre Education Major Annual Review

May 15, 2013

1) PROFILE

2) PROGRAM OBJECTIVES

Upon completion of the program, the student will:

a. Fundamentals of Communication

- a.1 The communication process as it applies to the different levels of intrapersonal, interpersonal, small group, public, and mass communication
- a.2 The role of communication in creating meaning and influencing individuals and groups
- a.3 The variables and skills contributing to effective listening
- a.4 The components of an effective message, including appropriate use of language, voice and diction, and nonverbal elements
- a.5 Necessary skills to adapt verbal and nonverbal messages to various receivers
- a.6 The role of the individual in a free society to establish and maintain ethical standards in oral communication

b. Public and Presentation Speaking

- b.1 The types of public speaking (informative, persuasive, etc.)
- b.2 Rhetorical strategies as applied to public speaking
- b.3 Research skills and use of evidence in reasoning
- b.4 Organizational patterns in public speaking
- b.5 Word selection and arrangement in accordance with the principles of effective oral style
- b.6 Delivery styles in formal and informal presentations

c. Oral Interpretation

- c.1 The process of the oral interpretation of literature including elements of material selection, text analysis, audience adaptation, rehearsal, and performance
- c.2 Forms of performance literature and performance mediums (i.e., individual and group)
- c.3 Voice and movement as they relate to performance in oral interpretation

d. Argumentation and Debate

d.1 Formats of presentation in argumentation: team/policy and Lincoln-Douglas/value debate, student congress, and mock trial

- d.2 The technological tools and other resources used to locate, select, and organize information into useful forms for analysis and/or presentation
- d.3 Evaluating the accuracy of information and the reliability of its sources
- d.4 Debate and argumentation theory and current practices in the field of interscholastic competition
- d.5 Ethical standards and acceptable practices

e. Interpersonal and Small Group

- e.1 The characteristics and processes of interpersonal and small group communication within and across cultures, institutions and organizations
- e.2 Role of intrapersonal and interpersonal communication in the development of self-concept
- e.3 Communication strategies for managing conflict

f. Forensics

- f.1 Understanding the administrative aspects of tournament management
- f.2 Directing a co-curricular- program in coaching/teaching forensic events offered at tournaments and events sponsored by the Missouri State High Schools Activities Association and National Forensic League
- f.3 Awareness of the guidelines for evaluating interscholastic activities established by Missouri State High Schools Activities Association and National Forensic League

g. Mass Communications

- g.1 The types and functions of media and the influence of media on society
- g.2 Basic concepts and production techniques of media
- g.3 Media literacy and the skills to participate and evaluate media as a responsible media consumer
- g.4 The responsibility of an individual in a free society to recognize ethical issues surrounding the composition and use of media messages

h. Knowledge of Theatre

- h.1 Understand the basic vocabulary of the theatre and its application
- h.2 Through critical analysis, develop an appreciation by exposure to diverse theatrical productions
- h.3 Statutory and regulatory issues relating to directing responsibilities (e.g., copyright, censorship, royalties, ethical standards of behavior)
- h.4 Safety precautions, rules, and procedures for theatre facilities
- h.5 Awareness of vocational and avocational opportunities in theatre, film, television and electronic media as well as other careers which utilize theatre skills
- h.6 Understand the process of creating dramatic structure in playmaking and play writing

i. Theatre History/Styles

- i.1 Awareness of theatre history and how cultural and historical context affects artistic choices
- i.2 The lives, works, and influences of theatre artists in various cultures and historical periods
- i.3 Directing actors in their work with plays of representative periods, genres, and styles in a variety of mediums
- i.4 Analyze, critique, and construct meaning from formal and informal theatre (e.g., radio, film, television, stage, improvisation, creative dramatics, and oral interpretation)

j. Process and Performance Skills

- j.1 Strategies for directing, including analysis, conceptualization, casting, conducting rehearsals, and coordinating formal and informal dramatic literature production
- j.2 Strategies for selecting materials appropriate to community standards and student needs
- j.3 Strategies for creating a director's concept through understanding philosophies of theatre, theatre forms, and major styles of acting and production
- j.4 Design and production techniques including scenery, properties, lighting, sound, costumes, make-up, stage management and business management

j.5 Theatre skills related to physical movement interpretation, staging techniques, and their interrelationships

j.6 Acting skills through improvisation, imagination, focus, listening, voice, concentration, breath control, diction, use of the body, and characterization

k. Aesthetics

k.1 Understand theatre as a collaborative art form and its relationship to the other arts (i.e., dance, music, visual arts, and new art forms)

k.2 Elements of critiquing aesthetics in theatre performance

k.3 The responsibility of the individual in a free society to establish ethical standards, promote ethical behavior, and acknowledge freedom of artistic expression

Objective	Measure of Objective How will the Program Measure?	Who is Responsible? At what point will it be done?
<p>a. <u>Fundamentals of Communication</u></p> <p>a.1 The communication process as it applies to the different levels of intrapersonal, interpersonal, small group, public, and mass communication</p> <p>a.2 The role of communication in creating meaning and influencing individuals and groups</p> <p>a.3 The variables and skills contributing to effective listening</p> <p>a.4 The components of an effective message, including appropriate use of language, voice and diction, and nonverbal elements</p> <p>a.5 Necessary skills to adapt verbal and nonverbal messages to various receivers</p> <p>a.6 The role of the individual in a free society to establish and maintain ethical standards in oral communication</p>	Written exams Oral reports Written reports Making Speeches Portfolio Review	Speech/Theatre Faculty & staff measure this throughout the curriculum and as part of our post mortem discussions on each project. March – Speech/Theatre faculty/staff & guest artists
<p>b. <u>Public and Presentation Speaking</u></p> <p>b.1 The types of public speaking (informative, persuasive, etc.)</p> <p>b.2 Rhetorical strategies as applied to public speaking</p> <p>b.3 Research skills and use of evidence in reasoning</p> <p>b.4 Organizational patterns in public speaking</p>	Written exams Oral reports Written reports Mainstage performances Portfolio Review Making Speeches	Speech/Theatre Faculty & staff measure this throughout the curriculum and as part of our post mortem discussions on each project. March – Speech/Theatre faculty/staff & guest artists

<p>b.5 Word selection and arrangement in accordance with the principles of effective oral style</p> <p>b.6 Delivery styles in formal and informal presentations</p>		
<p>c. Oral Interpretation</p> <p>c.1 The process of the oral interpretation of literature including elements of material selection, text analysis, audience adaptation, rehearsal, and performance</p> <p>c.2 Forms of performance literature and performance mediums (i.e., individual and group)</p> <p>c.3 Voice and movement as they relate to performance in oral interpretation</p>	Written exams Oral reports Written reports Performances Portfolio Review	Speech/Theatre Faculty & staff measure this throughout the curriculum and as part of our post mortem discussions on each project. March – Speech/Theatre faculty/staff & guest artists
<p>d. Argumentation and Debate</p> <p>d.1 Formats of presentation in argumentation: team/policy and Lincoln-Douglas/value debate, student congress, and mock trial</p> <p>d.2 The technological tools and other resources used to locate, select, and organize information into useful forms for analysis and/or presentation</p> <p>d.3 Evaluating the accuracy of information and the reliability of its sources</p> <p>d.4 Debate and argumentation theory and current practices in the field of interscholastic competition</p> <p>d.5 Ethical standards and acceptable practices</p>	Written exams Oral reports Written reports Mainstage performances Portfolio Review Argumentation/Debate Events	Speech/Theatre Faculty & staff measure this throughout the curriculum and as part of our post mortem discussions on each project. March – Speech/Theatre faculty/staff & guest artists
<p>e. Interpersonal and Small Group</p> <p>e.1 The characteristics and processes of interpersonal and small group communication within and across cultures, institutions and organizations</p> <p>e.2 Role of intrapersonal and interpersonal communication in the development of self-concept</p> <p>e.3 Communication strategies for managing conflict</p>	Written exams Oral reports Written reports Mainstage performances Portfolio Review	Speech/Theatre Faculty & staff measure this throughout the curriculum and as part of our post mortem discussions on each project. March – Speech/Theatre faculty/staff & guest artists

<p>f. <u>Forensics</u></p> <p>f.1 Understanding the administrative aspects of tournament management</p> <p>f.2 Directing a co-curricular-program in coaching/teaching forensic events offered at tournaments and events sponsored by the Missouri State High Schools Activities Association and National Forensic League</p> <p>f.3 Awareness of the guidelines for evaluating interscholastic activities established by Missouri State High Schools Activities Association and National Forensic League</p>	<p>Written exams Oral reports Written reports Mainstage performances Portfolio Review Making Speeches</p>	<p>Speech/Theatre Faculty & staff measure this throughout the curriculum and as part of our post mortem discussions on each project.</p> <p>March – Speech/Theatre faculty/staff & guest artists</p>
<p>g. <u>Mass Communications</u></p> <p>g.1 The types and functions of media and the influence of media on society</p> <p>g.2 Basic concepts and production techniques of media</p> <p>g.3 Media literacy and the skills to participate and evaluate media as a responsible media consumer</p> <p>g.4 The responsibility of an individual in a free society to recognize ethical issues surrounding the composition and use of media messages</p>	<p>Written exams Oral reports Written reports Mainstage performances Portfolio Review</p>	<p>Speech/Theatre Faculty & staff measure this throughout the curriculum and as part of our post mortem discussions on each project.</p> <p>March – Speech/Theatre faculty/staff & guest artists</p>
<p>h. <u>Knowledge of Theatre</u></p> <p>h.1Understand the basic vocabulary of the theatre and its application</p> <p>h.2 Through critical analysis, develop an appreciation by exposure to diverse theatrical productions</p> <p>h.3 Statutory and regulatory issues relating to directing responsibilities (e.g., copyright, censorship, royalties, ethical standards of behavior)</p> <p>h.4 Safety precautions, rules, and procedures for theatre facilities</p> <p>h.5Awareness of vocational and avocational opportunities in theatre, film, television and</p>	<p>Written exams Oral reports Written reports Mainstage performances Portfolio Review Required production hours</p>	<p>Speech/Theatre Faculty & staff measure this throughout the curriculum and as part of our post mortem discussions on each project.</p> <p>March – Speech/Theatre faculty/staff & guest artists</p>

<p>electronic media as well as other careers which utilize theatre skills</p> <p>h.6 Understand the process of creating dramatic structure in playmaking and play writing.</p>		
<p>i. Theatre History/Styles</p> <p>i.1 Awareness of theatre history and how cultural and historical context affects artistic choices</p> <p>i.2 The lives, works, and influences of theatre artists in various cultures and historical periods</p> <p>i.3 Directing actors in their work with plays of representative periods, genres, and styles in a variety of mediums</p> <p>i.4 Analyze, critique, and construct meaning from formal and informal theatre (e.g., radio, film, television, stage, improvisation, creative dramatics, and oral interpretation)</p>	Written exams Oral reports Written reports Mainstage performances Portfolio Review Required production hours	Speech/Theatre Faculty & staff measure this throughout the curriculum and as part of our post mortem discussions on each project. March – Speech/Theatre faculty/staff & guest artists
<p>j. Process and Performance Skills</p> <p>j.1 Strategies for directing, including analysis, conceptualization, casting, conducting rehearsals, and coordinating formal and informal dramatic literature production</p> <p>j.2 Strategies for selecting materials appropriate to community standards and student needs</p> <p>j.3 Strategies for creating a director's concept through understanding philosophies of theatre, theatre forms, and major styles of acting and production</p> <p>j.4 Design and production techniques including scenery, properties, lighting, sound, costumes, make-up, stage management and business management</p> <p>j.5 Theatre skills related to physical movement interpretation, staging</p>	Written exams Oral reports Written reports Mainstage performances Portfolio Review Required production hours	Speech/Theatre Faculty & staff measure this throughout the curriculum and as part of our post mortem discussions on each project. March – Speech/Theatre faculty/staff & guest artists

<p>techniques, and their interrelationships</p> <p>j.6 Acting skills through improvisation, imagination, focus, listening, voice, concentration, breath control, diction, use of the body, and characterization.</p>		
<p>k. Aesthetics</p> <p>k.1 Understand theatre as a collaborative art form and its relationship to the other arts (i.e., dance, music, visual arts, and new art forms)</p> <p>k.2 Elements of critiquing aesthetics in theatre performance</p> <p>k.3 The responsibility of the individual in a free society to establish ethical standards, promote ethical behavior, and acknowledge freedom of artistic expression</p>	<p>Written exams Oral reports Written reports Mainstage performances Portfolio Review</p>	<p>Speech/Theatre Faculty & staff measure this throughout the curriculum and as part of our post mortem discussions on each project.</p> <p>March – Speech/Theatre faculty/staff & guest artists</p>

2) PROGRAM OBJECTIVES (continued)

COM105									x					x		
COM110	x		x	x						x						
COM190	x		x	x												
COM203																
COM247	x	x	x	x					x							
COM251	x	x	x	x					x					x		
COM253									x							
COM315	x								x							
COM320				x												
COM330		x	x													
Theatre Concentration:																
THA234			x		x	x			x	x		x	x	x		
THA331			x		x	x			x							
THA362			x				x	x	x		x				x	
THA470			x	x		x			x							
ENG 253 or 414			x			x				x	x		x	x	x	
Theatre Electives:																
THA210		x	x						x		x	x	x	x	x	x
THA211		x	x						x		x	x	x	x	x	x
THA231		x		x	x				x		x	x		x	x	x
THA232		x		x	x				x		x	x	x		x	x
THA354		x	x	x	x	x			x							
THA363		x			x	x	x			x					x	
THA454			x													

3) SPEECH & THEATRE MAJOR ASSESSMENT

To preface this part of the report – Speech & Theatre Education students are actually measured through both the theatre department and the communications department. Their final portfolio presentation is evaluated through the Education Department by both education faculty and the supervising teacher from the theatre department. Recommendation for action and change are implemented through the various departments. **For results, outcomes and recommendations please refer to both the communications and Theatre annual reviews.**

Program Objective	Method of Measurement	Benchmark of Success	Results And Outcomes	Recommendation for Action	Date of Change
1. Fundamentals of Communication 1.1 The communication process as it applies to the different levels of intrapersonal, interpersonal, small group, public, and mass communication 1.2 The role of communication in creating meaning and influencing individuals and groups 1.3 The variables and skills contributing to effective listening 1.4 The components of an effective message,	Written exams Oral reports Written reports Public & presentation Speaking performances Portfolio Review	Portfolio review 1 = below average 2 = average 3 = above average 4 = superior NA = not applicable Benchmark 2.5			

<p>including appropriate use of language, voice and diction, and nonverbal elements</p> <p>1.5 Necessary skills to adapt verbal and nonverbal messages to various receivers</p> <p>1.6 The role of the individual in a free society to establish and maintain ethical standards in oral communication</p>					
<p>2. Public and Presentation Speaking</p> <p>2.1 The types of public speaking (informative, persuasive, etc.)</p> <p>2.2 Rhetorical strategies as applied to public speaking</p> <p>2.3 Research skills and use of evidence in reasoning</p> <p>2.4 Organizational patterns in public speaking</p> <p>2.5 Word selection and arrangement in accordance with the principles of effective oral style</p> <p>2.6 Delivery styles in formal and informal presentations</p>	<p>Written exams</p> <p>Oral reports</p> <p>Written reports</p> <p>Public & presentation Speaking performances</p> <p>Portfolio Review</p>	<p>Portfolio review</p> <p>1 = below average</p> <p>2 = average</p> <p>3 = above average</p> <p>4 = superior,</p> <p>NA = not applicable</p> <p>Benchmark 2.5</p>			
<p>3. Oral Interpretation</p> <p>3.1 The process of the oral interpretation of literature including elements of material selection, text analysis, audience adaptation, rehearsal, and performance</p> <p>3.2 Forms of performance literature and performance mediums (i.e., individual and group)</p> <p>3.3 Voice and movement as they relate to performance in oral interpretation</p>	<p>Written exams</p> <p>Oral reports</p> <p>Written reports</p> <p>Oral interpretation performances</p> <p>Portfolio Review</p>	<p>Portfolio review</p> <p>1 = below average</p> <p>2 = average</p> <p>3 = above average</p> <p>4 = superior,</p> <p>NA = not applicable</p> <p>Benchmark 2.5</p>			
<p>4. Argumentation and Debate</p> <p>4.1 Formats of presentation in argumentation: team/policy and Lincoln-Douglas/value debate, student</p>	<p>Written exams</p> <p>Oral reports</p> <p>Written reports</p> <p>Argumentation & Debate performances</p> <p>Portfolio Review</p>	<p>Portfolio review</p> <p>1 = below average</p> <p>2 = average</p> <p>3 = above average</p> <p>4 = superior,</p> <p>NA = not applicable</p> <p>Benchmark 2.5</p>			

<p>congress, and mock trial</p> <p>4.2 The technological tools and other resources used to locate, select, and organize information into useful forms for analysis and/or presentation</p> <p>4.3 Evaluating the accuracy of information and the reliability of its sources</p> <p>4.4 Debate and argumentation theory and current practices in the field of interscholastic competition</p> <p>4.5 Ethical standards and acceptable practices</p>					
<p>5. <u>Interpersonal and Small Group</u></p> <p>5.1 The characteristics and processes of interpersonal and small group communication within and across cultures, institutions and organizations</p> <p>5.2 Role of intrapersonal and interpersonal communication in the development of self-concept</p> <p>5.3 Communication strategies for managing conflict</p>	<p>Written exams</p> <p>Oral reports</p> <p>Written reports</p> <p>Small Group presentations</p> <p>Portfolio Review</p>	<p>Portfolio review</p> <p>1 = below average</p> <p>2 = average</p> <p>3 = above average</p> <p>4 = superior,</p> <p>NA = not applicable</p> <p>Benchmark 2.5</p>			
<p>6. <u>Forensics</u></p> <p>6.1 Understanding the administrative aspects of tournament management</p> <p>6.2 Directing a co-curricular- program in coaching/teaching forensic events offered at tournaments and events sponsored by the Missouri State High Schools Activities Association and National Forensic League</p> <p>6.3 Awareness of the guidelines for evaluating interscholastic activities established by Missouri State High Schools Activities Association and National Forensic</p>	<p>Written exams</p> <p>Oral reports</p> <p>Written reports</p> <p>Mainstage performances</p> <p>Forensics tournament participation hours</p> <p>Portfolio Review</p>	<p>Portfolio review</p> <p>1 = below average</p> <p>2 = average</p> <p>3 = above average</p> <p>4 = superior,</p> <p>NA = not applicable</p> <p>Benchmark 2.5</p>			

League					
7. Mass Communications 7.1 The types and functions of media and the influence of media on society 7.2 Basic concepts and production techniques of media 7.3 Media literacy and the skills to participate and evaluate media as a responsible media consumer 7.4 The responsibility of an individual in a free society to recognize ethical issues surrounding the composition and use of media messages	Written exams Oral reports Written reports Portfolio Review	Portfolio review 1 = below average 2 = average 3 = above average 4 = superior, NA = not applicable Benchmark 2.5			
8. Knowledge of Theatre 8.1 Understand the basic vocabulary of the theatre and its application 8.2 Through critical analysis, develop an appreciation by exposure to diverse theatrical productions 8.3 Statutory and regulatory issues relating to directing responsibilities (e.g., copyright, censorship, royalties, ethical standards of behavior) 8.4 Safety precautions, rules, and procedures for theatre facilities 8.5 Awareness of vocational and avocational opportunities in theatre, film, television and electronic media as well as other careers which utilize theatre skills 8.6 Understand the process of creating dramatic structure in playmaking and play writing	Written exams Oral reports Written reports Mainstage performances Required production hours Portfolio Review	Portfolio review 1 = below average 2 = average 3 = above average 4 = superior, NA = not applicable Benchmark 2.5			
9. Theatre History/Styles 9.1 Awareness of theatre history and how cultural and historical context affects artistic	Written exams Oral reports Written reports Mainstage performances Required production	Portfolio review 1 = below average 2 = average 3 = above average 4 = superior, NA = not			

<p>choices</p> <p>9.2 The lives, works, and influences of theatre artists in various cultures and historical periods</p> <p>9.3 Directing actors in their work with plays of representative periods, genres, and styles in a variety of mediums</p> <p>9.4 Analyze, critique, and construct meaning from formal and informal theatre (e.g., radio, film, television, stage, improvisation, creative dramatics, and oral interpretation)</p>	<p>hours</p> <p>Portfolio Review</p>	<p>applicable</p> <p>Benchmark 2.5</p>			
<p>10. Process and Performance Skills</p> <p>10.1 Strategies for directing, including analysis, conceptualization, casting, conducting rehearsals, and coordinating formal and informal dramatic literature production</p> <p>10.2 Strategies for selecting materials appropriate to community standards and student needs</p> <p>10.3 Strategies for creating a director's concept through understanding philosophies of theatre, theatre forms, and major styles of acting and production</p> <p>10.4 Design and production techniques including scenery, properties, lighting, sound, costumes, make-up, stage management and business management</p> <p>10.5 Theatre skills related to physical movement interpretation, staging techniques, and their interrelationships</p> <p>10.6 Acting skills through improvisation, imagination, focus, listening, voice, concentration, breath</p>	<p>Written exams</p> <p>Oral reports</p> <p>Written reports</p> <p>Mainstage performances</p> <p>Required production hours</p> <p>Portfolio Review</p>	<p>Portfolio review</p> <p>1 = below average</p> <p>2 = average</p> <p>3 = above average</p> <p>4 = superior,</p> <p>NA = not applicable</p> <p>Benchmark 2.5</p>			

control, diction, use of the body, and characterization					
11. Aesthetics 11.1 Understand theatre as a collaborative art form and its relationship to the other arts (i.e., dance, music, visual arts, and new art forms) 11.2 Elements of critiquing aesthetics in theatre performance 11.3 The responsibility of the individual in a free society to establish ethical standards, promote ethical behavior, and acknowledge freedom of artistic expression	Written exams Oral reports Written reports Mainstage performances Required production hours Portfolio Review	Portfolio review 1 = below average 2 = average 3 = above average 4 = superior, NA = not applicable Benchmark 2.5			

6) RECOMMENDATIONS/OBERSERVATIONS

VIABILITY OF THE PROGRAM - The majority of the recommendations in terms of the theatre curriculum concerning the speech and theatre major can be found in the theatre major annual report. As for specific recommendation for the Speech and Theatre Education major I really only have one.

Speech and Theatre are two disciplines traditionally combined at the secondary level of education. The typical curriculum for a major in this area prepares prospective teachers to instruct, coach, direct and administer curricular and co-curricular drama, speech communication, media, debate and forensic classes and activities. With a Bachelor of Science degree in Speech and Theatre, a qualified teacher has the certification to teach both speech communication and theatre. In most schools, the teacher usually teaches both areas, has a competitive debate, drama and forensics program and directs plays and musicals. Most directors receive additional compensation for directing programs. Speech-Theatre teachers usually have many opportunities to work together and contribute to the work of running competitive events. They form collegial associations and do much coordination of schedules and events. Collegial organizations include but are not limited to the Speech and Theatre Association of Missouri and to the International Thespian Society (both at the state and international level), which is part of the Educational Theatre Association. Our graduates have such richness in their professional life because of so many opportunities to model the skills and competencies that they teach. Many parents that I talk with perceive the speech and theatre education degree to be a solid major that offers strong post-graduation job possibilities for their son or daughter.

Because it is classified as a small program actually adds to the viability and attractiveness of the program due to the exceptional one on one mentoring afforded our students. Our prospective students typically are looking for a smaller, more intense program where they can gain as much experience and mentoring as possible. We feel this makes us very competitive with other colleges and universities our size.

The potential for recruitment in this area is very, very strong. At least 50% of the prospective students I talk with are interested in this major. Since its inception in 2001 the Speech and Theatre Education degree has sputtered along due to undeveloped marketing strategies. I feel this degree is an important part of all three disciplines of speech communication, theatre and education. The low numbers in this area can be easily reversed by a more concerted effort to market the major which to date has not been

done very well. We need to develop strategies that will better market the degree including but not limited to –

- Continued recruiting/marketing at International Thespian Festival & Missouri State Thespian Conference
- Expand more focused recruiting/marketing into Kansas, Illinois, Arkansas, Texas, and Georgia. These states have very strong high school theatre programs.
- Spend more advertising dollars in marketing in Dramatics Magazines, the premiere high school theatre magazines.
- Contact every high school theatre program in the state of Missouri and let them know about the program.
- Visit with the high school drama teachers/counselors.
- Feature the degree on our website.
- Attend Speech and Theatre Association of Missouri conference and get the word out to teachers at that event.

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate
Learning outcomes	<input type="checkbox"/> Posted measurable program learning outcomes (objectives) are routinely shared with students and faculty	<input type="checkbox"/> Measurable program learning outcomes (objectives). <input type="checkbox"/> Learning outcomes are posted on the program website.	<input type="checkbox"/> Program learning outcomes (objectives) have been identified and are generally measurable	<input type="checkbox"/> Program learning outcomes (objectives) are not clear or measurable
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcome (objectives). <input type="checkbox"/> Emphasis on specific direct measures. <input type="checkbox"/> Rubrics or guides are used for the measures. <input type="checkbox"/> Measures are created to assess the impact on student performance. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to the program learning outcomes (objectives). <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> General measures are identified (e.g. student written assignment) <input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.
Assessment Results	<input type="checkbox"/> If not all learning outcomes (objectives) are assessed annually; a rotation schedule is established to assess all learning outcomes within a reasonable timeframe. <input type="checkbox"/> Data are aggregated and analyzed in a systematic manner <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for	<input type="checkbox"/> A majority of learning outcomes (objectives) assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Data are aggregated in a meaningful way that the average reader can understand.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes (objectives) are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.

	performance and gaps in student learning are clearly identified.			
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate
Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form specific conclusions about each performance indicator for a learning outcome (objectives). <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input type="checkbox"/> All program faculty receive annual assessment results and designate program or department faculty to meet to discuss assessment results in depth. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Annual assessment results are viewed only by the faculty who authored the report. <input type="checkbox"/> Faculty input is not sought. <input checked="" type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.
Actions to Improve Learning and Assessment	<input type="checkbox"/> All assessment methods, timetable for assessing, and evaluating the effectiveness of action plans are included. <input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions, if needed, for altering assessment practices is articulated.	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.	<input type="checkbox"/> At least one action to improve learning or improve assessment is identified. <input type="checkbox"/> The proposed action(s) relates to faculty conclusions about areas for improvement. <input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	<input checked="" type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.

Additional Comments:

Wow, that is a lot of objectives? Are the objectives proscribed by DESE or are those objectives the program determined acceptable? Additionally, are all the sub components objectives or class tasks? I am unsure due to the number of objectives listed if all of them need to be objectives, or if it would be more appropriate to reorganize them? Just a thought. Another concern is that the objectives are listed as statements and not as action items that students will need to demonstrate/assess/recognize/analyze... I think it would be a good idea to look at these objectives and see if there are better ways to articulate them.

On how the items are assessed, is there any documentation on the “Post Mortem” discussions? And in the column on “measure of objective” it states that there are 5 different measures. The program needs to document and provide some evidence of those additional measures. The Post Mortem discussion is not listed as a measurement, but it is listed as a result?

Is it necessary to have that many objectives? In the rubric when a course is listed as being responsible for 16 objectives (Com 101) essentially the program is saying that they are going to assess those 16 objectives in that class?

For the assessment of this major I think that the results from the Education program are key to understanding the success of these students. It might be necessary to put in both the results from the communication and theatre annual review data in this report as well. The assessment of this program is messy due to the split nature of the coursework. I did not see anything in the Communication annual assessment identifying anything for theatre/speech scores or assessment. The documentation of the assessment needs to be improved. This should be a shared responsibility between theatre/speech and education faculty.

Who should be responsible for the marketing measures stated at the end of the report?

It is not clear in the report if faculty meet and discuss the results of the data. But it is also not clear in the report if there is any hard data on the degree objectives. I did not see any identified actions stated that were focused on improving student learning. I only noted actions to improve marketing of the program.