1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)
   THEA 11110 (Introduction to Theatre for Majors II) & THEA 4980 (Senior Capstone)

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:
   25 in THEA 1110 and 11 in THEA 4980. All students in each class will have their work evaluated. All Majors must take both courses.

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.)
   SLO 7 will be assessed in THEA 1110 (Introduction to Theatre for Majors II) and in THEA 4980 (Senior Capstone). Every Theatre Major takes both these courses. Competency in the SLO measures in assessed in one oral dramaturgical presentation each student must complete in THEA 1110 and at least 3 subsequent oral presentations they must make as a part of THEA 4980. The Theatre Department assessment committee has developed a NEW rubric (attached) for assessing student's ability to communicate effectively that incorporates the University Core's NEW universal SLO 7 Rubric. The rubric provides for an assessment score of overall ability to effectively communicate as well as scores for components based on the individual measures of the SLO. Additional written comments may also be given for each component. The rubric will be used to assess each student presentation in both courses. The department assessment committee will collect the rubrics for each class. Average overall component scores will be calculated to discern students' ability to master the objectives and to see whether improvement is being made throughout the semester and throughout their course work. The written comments from the individual components of rubrics will be gathered together for review by the committee. These numeric scores will then be translated to the UNIVERSITY mandated rubric and a rank of advanced, intermediate, basic, or little/none for each student. Those ranking will then be compiled and averaged to come up with the overall ranking for the assessment report.

4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:
   We are still currently trying to figure out a system to allow for multiple people to assess these student presentations in addition to the instructor. These presentations are spread out throughout the semester and thus make it hard to have people attend that regularly so as to see/hear them all. So we are looking into ways to revise our system at the same time as fully implementing the above plan over the course of the next academic year.

   Attachment FileName: SLO7 Revised Theatre Rubric July 2013.doc

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

6. Findings: (what add assessment data tell you about student proficiency in this outcome?)
   We are currently in our second year of implementing this plan that was approved last year and as a result we
have not yet collected enough data to confidently assert whether or not our students are meeting the competency of this SLO7. Our first data set was from Spring 2013 Intro II and our other data set will not be collected until this fall in the Capstone course and the subsequent Intro II course in Spring 2014. We have now revised the rubric to reflect the new University rubric standards. But we will not have suitable, usable data until the 2014 report.

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 are still in the beginning stages of implementation, but we did revise our rubric and are still seeking alternatives to increase the number of people assessing the work.

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

N/A .. we should have a vibrant, full report in 2014 once we collect our full first round of data.

9. Committee Comments