

COMMUNICATION & THEATRE
General Communication Assessment
2016-2017

Gen Com Program Learning Outcome	Description of Learning Outcome
GEN COM PLO 1	Learn basic theory and application or performance skills about and within the discipline of communication.

Outcome Measure(s): Rubric for COM 465 Communications Theory and Research “pitch.” *COM 465 Communication Theories and Models* students “pitch” their project ideas to the class using a modified Monroe’s Motivational Sequence. From that activity with 20 students participating, we garnered the following results reported below under data:

Criteria for Success: 70% good or excellent.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

General Communication PLO # 1	Excerpt from 2015-16 Gen Com Annual Assessment Report N = 4 students
Gen Com PLO 1 Learn basic theory and application or performance skills about and within the discipline of communication.	“All departmental graduates completed the assignment for the Major required course under Dr. Birdsell for the COM 465 Communication Theories and Research course, of which one of the major assignments was the communication “pitch.” 18 of the 21 passed at the 70% rate or higher, showing a basic understanding of communication theory as applied in real world situations had been learned.” Specific data is shown below.

Rate	LEVEL	# students
1	Inferior	- 0
2	Below Average	- 2
3	Average	- 7
4	Above Average	- 10
5	Excellent	- 1

18/20 students were at or above the Average of 3.0 level and 11/20 were at or over the Above Average Level of 4.0 That results in a mean response rating of 3.5 on a 5 pt scale (70 total points, divided by an N of 20)

Conclusions Drawn from Data: Students are achieving or exceeding the benchmark.

Changes to be Made Based on Data: Gen Com major should continue to monitor the data as it rebuilds a robust assessment system. The department should also consider either combining the MOCM and Gen COM majors, or isolating the results in this assessment data for the various majors, and then look to see if any evaluative conclusions can be drawn as to potential improvements in the curriculum or assignments of either major.

Rubric Used: With professor of record.

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Gen Com Program Learning Outcome	Description of Learning Outcome
GEN COM PLO 2	Use communication competently in a variety of complex environmental and social contexts.

Outcome Measure(s): Rubric for COM 320 Persuasion essay

Criteria for Success: 70% at good or excellent

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

General Communication PLO #	
Gen Com PLO 2 Use communication competently in a variety of complex environmental and social contexts.	<p>“Likewise all but one transfer student of the 7 COM majors completed the COM 231 Argumentation and Debate Class for Dr. Rutledge at the 70% level or higher, demonstrating those skills in public intercollegiate debate tournaments versus other schools with independent judges awarding a maximum of 30 points per speaker. Each scored on average higher than 70% of this maximum score of 30 points (which would be 21 points). The students averaged 24 points with several advancing to elimination rounds meaning they were in the elite competitors based on win loss records as well. One of those advanced to the elimination rounds of an interpretative speaking competition as a part of the students work for COM 315 Oral Interpretation, against some outstanding and very experienced competition. The efforts of these two COM classes helped the PLNU speech and debate team earn First Place Sweepstakes at the Grossmont College tournament, where the classes were entered as competitors</p> <p>As an additional measure of the success of the University's quantifiable level of performance in competitive intercollegiate debate program, housed in the Communication department, Point Loma Nazarene University was named the Second Place school in the nation for the National Parliamentary Debate Association (NPDA) for the year long sweepstakes race for 2016-2017, after having won the number 1 spot the previous year.</p> <p>These debate team results are calculated by comparing PLNU's top four tournaments each year with how the hundreds of other colleges and universities around the country did during each of those years. Over the past 20 years, since NPDA has kept these records, PLNU is the number one school by a wide margin over the second place school and all others for that period of time as is documented on the Assessment Wheel.”</p>

	Point Loma has been named the top school in the nation in this category 5 of the last 15 years, when compared with top research universities throughout the nation, like UCLA, Berkeley, Rice, Pepperdine, The Claremont Colleges, etc.
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Conclusions Drawn from Data: Students are achieving and exceeding the benchmark. And though the University's intercollegiate Debate team honors are results based on students from other majors as well as Communication Department majors, it is still relevant to reflect here due to the significant and continuous level of excellence in an arena populated by some of the nation's best and brightest students as judged by neutral third party critics. Additionally, these results are directly impacted by the COM 231 Argumentation and Debate class all team members are required to take, and by the professors, support and resources from the Communication Department, including the Director of Forensics and Assistant Director of Forensics, employed by the Communication Department. And the skills developed and honed by this debate activity include many areas key to Communication areas including public speaking, critical thinking, close listening, research mining, argument construction. logical fallacy exposure, rhetorical sensitivity, civic understanding, use of humor, and field vision, a debate term used to show how top communicators and debaters see the big picture, and know how to best defend and attack key positions. In many ways, this activity is one of the best possible embodiments of the communication microcosm as whole

Changes to be Made Based on Data: Gen Com major should continue to monitor the data as it rebuilds a robust assessment system. The department has many new professors in place this year, and can begin drawing from other classes for salient support data for assessment for future years.

Rubric Used: With professor of record.

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Learning Outcomes:

Gen Com Program Learning Outcome	Description of Learning Outcome
GEN COM PLO 3	Participate in the disciplines of communication in the collective community around them.

Outcome Measure(s): Rubric for COM 421 Communication Internship

Criteria for Success: 70% at or above 3.0 out of 5.0

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

General Communication PLO #	Excerpt from 2014-15 Gen Com Annual Assessment Report N = 4 students
Gen Com PLO 3 Participate in the disciplines of communication in the collective community around them.	“Please refer to the MOCM table for results on the internship rankings of these COM and MOCM graduates, which were far above the 70% goal noted earlier. We are proud of the high level of positive comments received by our graduates, and the desire of these supervisors to employ the students, and or secure more and similar interns for future semesters.”

Conclusions Drawn from Data: The Gen COM Major has two tracks, only one of which (Societal Concentration) requires students to take an internship, though often even those not required to do so enroll in the internship. There are 6 Societal COM concentration graduating Seniors this year that walked pending summer completion of graduation requirements. Three of those six are completing their internship this summer, which will be folded into next year’s data reporting.

According to the summary data, for Summer 2016, Fall 2016, and Spring 2017, a total of 3 students were assessed for Gen Com PLO 3 in COM 421 Communication Internship. All students (N = 3) were rated 4.0 or 5.0 on a scale of 5.0 in the categories of “attitude,” “dependability,” “quality of work,” “maturity/poise,” and “judgment.

100% of the students received the highest score of 5 in the categories of “Attitude” “Quality of Work,” “Judgement”, and “relations/others,” and rated 4.0 or 5.0 for all the categories, compiling an aggregate total rating of 4.8 out of 5, and the Department as a whole received an aggregate total rating of 4.7.. In future years, it will be useful to ascertain the factors contributing to these high outcomes for PLO 3, and support the excellent work in this area.

In conclusion, the students consistently ranked above the benchmark of 3.0 in all categories, averaging 4.8 overall.

Changes to be Made Based on Data: The Gen Com major should continue the excellent work in PLO 3 (COM 421 Communication Internship), i.e. participating the disciplines of communication in the collective community. No changes planned for the next academic year. In the future, it might be productive to compare the Gen Com and MOCM curriculum, as a portion of key assignments are “shared” as direct evidence; for instance, please note the reference to the “MOCM table” for Gen Com PLO 3 in the above table.

Rubric Used: Please see the next page.

**POINT LOMA NAZARENE UNIVERSITY DEPARTMENT OF COMMUNICATION & THEATRE
SUPERVISOR'S FINAL-SEMESTER EVALUATION OF INTERN**

Student's Name: Faculty

Sponsor: Supervisor's

Name: Location:

INSTRUCTIONS: Evaluate the intern with other students of comparable academic level, with other personnel assigned the same or similarly classified duties, or with individual standards.

Remarks are particularly helpful. Check one item in each section that best describes the intern.

ATTITUDE

- Outstanding in enthusiasm
- Very interested and industrious
- Average in diligence and interest
- Somewhat indifferent
- Definitely not interested

DEPENDABILITY

- Completely dependable
- Above average in dependability
- Usually dependable
- Sometimes neglectful and careless

QUALITY OF WORK

- Excellent
- Very Good
- Average
- Below average
- Very poor

MATURITY/POISE

- Quite poised and confident
- Has self-assurance
- Average maturity and poised
- Seldom asserts himself/herself
- Timid Brash

JUDGMENT

- Exceptionally mature in judgment
- Above average in making decisions
- Usually makes the right decision
- Often uses poor judgment
- Consistently uses bad judgment

ABILITY TO LEARN

- Learned work exceptionally well
- Learned work readily
- Average in understanding work
- Rather slow in learning
- Very slow to learn

INITIATIVE

- Proceeds well on his/her own
- Goes ahead independently at times
- Does all assigned work
- Must be pushed frequently

RELATIONS OTHERS

- Exceptionally well accepted
- Works well with others
- Gets along satisfactorily
- Has difficulty working with others
- Works poorly with others

QUANTITY OF WORK

- Unusually high output
- More than average
- Normal amount
- Below average
- Low out-put, slow

ATTENDANCE Regular Irregular

PUNCTUALITY Regular Irregular

OVER-ALL PERFORMANCE (Circle One)

Outstanding Very Good Average Marginal Unsatisfactory

The student's outstanding personal qualities are:

The personal qualities which the student should strive most to improve are:

The student's outstanding professional qualities are:

The professional qualities which the student should strive most to improve are:

Additional Remarks:

This report has been discussed with the student: Yes No

Mailing address to return form: Dr. Melissa Newman, melissanewman@pointloma.edu Department of Communication & Theatre Point Loma Nazarene University 3900 Lomaland Drive San Diego, CA 92106.

If Intern is turning in this form please turn in to the Communication and Theatre Department Internship Paperwork Mailbox located in Cabrillo room 206.