

COMMUNICATION STUDIES
Organizational Communication
Program Learning Outcomes, 2024-2025

Learning Outcome:

PLO 1: Develop a sophisticated understanding of communication as the negotiation of meaning.

Outcome Measure(s): PLO 1 measured via COM 4065 Defining Communication Essay

Criteria for Success: 70% students will score at or above 3.5 out of 5.0

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

Specialized Knowledge

Broad Integrative Knowledge

Intellectual Skills/Core Competencies

Applied and Collaborative Learning

Civic and Global Learning

Longitudinal Data:

| | N | Below Average = 1 < = 69% | Average = 2 70-79% | Good = 3 80-89% | Excellent = 4 90-100% |
|-----------|----|------------------------------|-----------------------|--------------------|--------------------------|
| 2018-19 | 20 | 1 | 3 | 8 | 8 |
| 2021-22 | 15 | 4 | 4 | 3 | 4 |
| 2024-2025 | 10 | 2 | 1 | 2 | 5 |

Conclusions Drawn from Data:

The data shows our students excel at presenting themselves in a professional manner, thus performing above success criteria. PLNU students are highly regarded in the internship community and many receive job offers at the conclusion of their internship. The opportunity Dr. Birdsell gives for poster and capstone presentations at the 4000 level really cultivate the professional presentation skills students will need when they graduate and begin their careers.

Changes to be Made Based on Data:

Like previously reported, it will be useful for the program to ascertain the factors contributing to the students' overwhelming success, as well as areas of potential weakness in "judgement," "quantity of work," and "initiative." With the completion of Program Review in 2019 and accepted departmental changes voted on, we are now in position to assess this learning outcome and make sure it continues to meet the needs of the program and enhance student learning.

COMMUNICATION STUDIES
Organizational Communication
2024-2025

Learning Outcome:

PLO 5 Students will demonstrate an understanding and ability to work collaboratively in a group.

Outcome Measure(s): Rubric for *COM 4021 Internship in Communication*

Criteria for Success: 70% students will score 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:

MOCM PLO 5 Missing data: Fall 2014, Spring 2015 for All Communication Dept Students

| Summer 2019, Fall 2019, Spring 2020 COM 4021 Internship in Communication ~ Aggregate Data N=16 | | |
|--|---------------------------------|----------------|
| Scale = 5.0 highest, 1.0 lowest | | |
| PLO 5 Category | Score Totals N = 16 students | Score Averages |
| ATTITUDE | 75 | 4.7 |
| DEPENDABILITY | 78 | 4.9 |
| QUALITY OF WORK | 78 | 4.9 |
| MATURITY/POISE | 73 | 4.6 |
| JUDGMENT | 70 | 4.4 |
| | | |
| ABILITY TO LEARN | 80 | 5 |
| INITIATIVE | 76 | 4.8 |
| RELATIONS/OTHERS | 74 | 4.6 |
| QUANTITY OF WORK | 69 | 4.3 |

Average Total for All COM Dept Majors = 4.7

Average Total for MOCM Majors = 4.7

Average Total for Gen COM Majors = 4.6

Average Total for Media Majors = 4.4

| Summer 2016, Fall 2016, Spring 2017 COM 421 Internship in Communication ~ Aggregate Data N=21 | | |
|---|------------------------------|----------------|
| Scale = 5.0 highest, 1.0 lowest | | |
| PLO 5 Category | Score Totals N = 21 students | Score Averages |
| ATTITUDE | 101 | 4.8 |
| DEPENDABILITY | 98 | 4.6 |
| QUALITY OF WORK | 98 | 4.6 |
| MATURITY/POISE | 101 | 4.8 |
| JUDGMENT | 94 | 4.5 |
| | | |
| ABILITY TO LEARN | 98 | 4.6 |
| INITIATIVE | 97 | 4.6 |
| RELATIONS/OTHERS | 104 | 4.9 |
| QUANTITY OF WORK | 91 | 4.3 |

Conclusions Drawn from Data:

MOCM should continue the good work in PLO 5 as COM 421/4021 Internship students excel in demonstrating their understanding and ability to learn and in their interpersonal relationships within their perspective groups.

Changes to be Made Based on Data: Like previously reported, it will be useful for the program to ascertain the factors contributing to the students' overwhelming success, as well as areas of potential weakness in "judgement," "quantity of work," and "initiative." With the completion of Program Review in 2019 and accepted departmental changes voted on, we are now in position to assess this learning outcome and make sure it continues to meet the needs of the program and enhance student learning.

Rubric Used: Please see next page.

**POINT LOMA NAZARENE UNIVERSITY DEPARTMENT OF COMMUNICATION STUDIES
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

Comm Studies: PLO Data – Org COM, 2024-25

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

This form is sent to site supervisors via Google Forms.

COMMUNICATION STUDIES
Organizational Communication
2024-2025

Learning Outcome:

PLO 6: Students will analyze and conduct original communication research (quantitative and qualitative) using scholarly journals, data bases, and collecting and analyzing empirical data.

Outcome Measure(s): Rubric for *COM 2065* Research Proposal

Criteria for Success: 70% of student proposals will be evaluated as “Good” or above

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

Specialized Knowledge

Broad Integrative Knowledge

Intellectual Skills/Core Competencies

Applied and Collaborative Learning

Civic and Global Learning

Data:

2024-25

N = 23 Students (Evaluation was on a 6 item rubric using the 9 point scale indicated in the rubric.)

| | | Unacceptable | Fair | Good | Above Average | Exceptional |
|----------------------|--|--------------|---------|--------------------------|-------------------------|-------------|
| Range | | <=9 | 10-21 | 22-39 | 40-51 | >=52 |
| # of Students in cat | | 0 | 1 14 | 14 Min: 23 Max: 39 | 8 Min: 40 Max: 44 | 0 |
| Raw scores | | | | | | |

Conclusions Drawn from Data: Student projects achieved the success criteria with an overwhelming majority (96%) performing at or above success criteria.

Changes to be Made Based on Data: Future attention should be paid to the following elements of this outcome:

1. We made a curricular change to address previous concerns that the outcome is double-barreled. Future reports on this outcome should include 4000 level data.
2. The standard for “Exceptional” is quite high and requires a student to perform between 8 and 9 on all dimensions. A single “6” makes them ineligible for the category. Subsequently:
 - a. The score ranges could be reconsidered as the maximum composite score (taking the highest mark on each dimension) produced a score of 49
 - b. The instructor investigated the individual dimensions of the rubric and found that
 - i. Generally, students who were on pace to achieve this standard after the first four categories did not score higher than 6 on the Method/Limitations.
 - ii. Only one student scored a 9 in Method/Limitations but the submission underperformed in Mechanics
 - iii. The lowest average score among the dimensions was in Method/Limitations (4.91). Student scores on quizzes and in-class discussions about methods, however, indicate that they are familiar with a variety of methods used in Communication Research. Perhaps additional focus could be spent emphasizing the standards for **writing** Method sections, in addition to be able to recognize or compare methods.

Rubric Used: COM2065 RESEARCH PROPOSAL GRADING SHEET

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form? (<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

ABSTRACT:

Is it an appropriate length? Does it include essential elements? Does reading it entice the reader to read more?

1 2 3 4 5 6 7 8 9

INTRODUCTION/RATIONALE:

Does the proposal have a clear purpose? Have you articulated the value of this study? Does your reader know why it matters?

1 2 3 4 5 6 7 8 9

LITERATURE REVIEW:

Have your main concepts been defined? Does the reader get a sense of what we know and don't know about these concepts from existing literature? Does this section end with research questions or hypotheses that are logically born from your literature review?

1 2 3 4 5 6 7 8 9

METHOD/LIMITATIONS:

Did you describe the proposed method in enough detail that someone else could complete this study? Are the sample and sampling strategy appropriate and complete? Does the method fit the RQ/hypothesis? Are variables identified and defined? Are instruments summarized in the proposal and included in the appendix (where possible)? What relevant limitations are there for this study?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9