



Point Loma Nazarene University Assessment Report – Academic Degree Programs

Form & Data Revised
2/13/13

Department: Communication and Theatre																												
Degree: Bachelor of Arts		Major: Communication – 7 Graduates Assessed																										
Date Submitted: November, 2013		Assessment Period: Academic Year 2012-2013																										
Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected – 7 grads for Academic Year 2010-11	Use of Results																								
	1. Ability to apply critical communication concepts to actual organizational or employment field context	1a. Internship evaluations for all Societal Communication and some Public Address Concentration Track Majors. Supervisors assessed performance on the internship independent of any instructor evaluation, other than overseeing the student’s compliance with the general internship requirements. Students complete a three-unit Internship experience and be evaluated by their immediate supervisor at the midpoint and conclusion of their assignment. The average of all interns in a	<p><i>Ia. Supervisor’s evaluation of interns for Fall 2012, Summer 2012, Spring 2013 mean score (based on a 5.0 scale): 4.6</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td>Attitude</td><td style="text-align: center;">4.7</td></tr> <tr><td>Dependability</td><td style="text-align: center;">4.7</td></tr> <tr><td>Quality of Work</td><td style="text-align: center;">4.6</td></tr> <tr><td>Maturity/Poise</td><td style="text-align: center;">4.5</td></tr> <tr><td>Judgment</td><td style="text-align: center;">4</td></tr> <tr><td> </td><td> </td></tr> <tr><td>Ability to learn</td><td style="text-align: center;">4.7</td></tr> <tr><td>Initiative</td><td style="text-align: center;">4.5</td></tr> <tr><td>Relations/Others</td><td style="text-align: center;">4.7</td></tr> <tr><td>Quantity of Work</td><td style="text-align: center;">4.2</td></tr> <tr><td> </td><td> </td></tr> <tr><td>Total Average</td><td style="text-align: center;">4.6</td></tr> </table>	Attitude	4.7	Dependability	4.7	Quality of Work	4.6	Maturity/Poise	4.5	Judgment	4			Ability to learn	4.7	Initiative	4.5	Relations/Others	4.7	Quantity of Work	4.2			Total Average	4.6	<p>These results are encouraging and show that students are making the application from theory to practice. The measure is an excellent one in that it focuses on real world work environment applications of what we are teaching in classes.</p> <p>Increased job-related course choices while still</p>
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		<p>given semester will be a 4.0 or better on the 5.0 scale of attitude, ability to learn, quality of work, interpersonal relations, maturity/poise, quantity of work and judgment. The average of all interns will be 3.0 or better on the 4.0 scale on dependability and initiative.</p>	<p>Thanks to G.L. Forward for this data collected in his assessment of the department’s internship students.</p>	<p>maintaining Liberal Arts focus in the major.</p>
		<p>1b. Another application of this measure is to show how students perform in the debate tournaments for both Public Address and Societal Concentration Track Majors. Independent assessors were the critics from other schools judging performance.</p>	<p>5 of the 7 graduating students participated in at least one debate tournament. And performed at an extremely high level compared with other beginners, advancing to elimination rounds based on the field’s statistical competitive standing. Several won extremely high national honors at multiple tournaments. The primary tournament used this particular year was hosted at Grossmont college and had 30 +/- southern California, Arizona and New Mexico colleges competing with their debate classes, like SDSU , Mesa, Grossmont, Concordia,... 2 of the 7 graduates were actually accomplished members of the school’s national championship debate team.</p>	<p>This particular measure is of tremendous benefit in assessing the merits of the teaching of this debate class, as it is an independent measure by outside critics of the learning of the key concepts.</p>
	<p>2. Ability to formulate well reasoned and researched arguments as demonstrated in a major written debate assignment</p>	<p>2a. samples of the student’s class briefs for the Argumentation and Debate class, required for all majors, were utilized for this measure.</p>	<p>This year, 5 of the 7 students completed debate class assignments at a high level of academic scholarship, as was demonstrated in the high results shown above. Two students took the debate class over the summer due to schedule conflicts. They still had the experience</p>	<p>As with the internship, this measure shows the students abilities to apply class concepts in analyzing real</p>

			of formulating a strong case for and against a resolution, but lacked the public performance component, with independent assessment from neutral judges. There was a death in this fall semester to one of the members of the class, which negatively impacted a few of these graduating students especially.	world contemporary issues.
	3. Students' Oral presentation skills are needed for Public Address concentration within the Communication Major	4a. Public Address majors were required to take Oral Interpretation and a part of that course requires presentation at a tournament of an individual speech, usually an interpretation. Performance against students from other schools is assessed through neutral judges.	At least 2 of this group of 7 graduates were Public Address track graduates and performed their speeches in at least one contest at a high level, where they performed above the average as assessed by unaffiliated critics from other schools. Two of the seven graduates were speech and debate team members that frequently won top national honors with the schools championship speech and debate team.	As with debate above, this outside measure of excellence is ideal to independently assess presentation skills. It is not a universal measure though as not all Com majors are required to take this class.
	4. student skills should compare well with other college and university communication focused students	The university's co-curricular speech and debate team competes with hundreds of other colleges and universities across the nation in debate and individual speaking events, the success of which is determined by neutral outside observers. They compete versus other schools and advance to elimination rounds if	In debate, statistical data is collated by the National Parliamentary Debate Association NPDA. In 2012-13, PLNU won First Place in the National Christian Colleges National Championship in Debate standings, and placed 12 th in the nation for the much larger National Parliamentary Debate Association for the year long sweepstakes. Two of the students graduating in this term contributed to this over all school	This unique measure allows comparison with how the communication skills of our institutions students compare objectively with those of all other colleges and universities committed to

		<p>talented enough to do so. The school’s team is open to all majors but traditionally draws most heavily from communication and political science majors.</p>	<p>award for NPDA in previous years, PLNU has placed in the top 5 programs in the nation in NPDA yearlong debate standings for 13 of the last 16 years, winning 1st place honors five of those years, competing against other schools such as Cal Berkeley, UCLA, etc. PLNU’s parliamentary debate team is the number one rated intercollegiate debate program in the nation when viewed over the 18 years during which it has belonged to the NPDA organization, based on the data displayed on their official home page.</p>	<p>competing in intercollegiate forensics. Historically PLNU has been one of the top speech and debate programs in the country for many years. Student members of the team have gone on to great success in graduate schools and careers of their choice.</p>
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