

Communication & Theatre
Media Communication Assessment
2015-2016

Learning Outcomes:

Media Program Learning Outcome (Media PLO)	Description of Learning Outcome
Media PLO #1: Media Literacy Analysis Skills	Media Communication majors will demonstrate their understanding of media literacy knowledge and analytical skills.

Outcome Measures:

Media Program Learning Outcome (Media PLO)	Description of Outcome Measure
Media PLO #1: Media Literacy Analysis Skills	<p>Means of Assessment: MC majors write a ten (10) page term paper which displays a knowledge of (and skills in) media literacy analysis* of a media message. This can be a film, TV show, set of commercials, a magazine, website, or some other message/set of messages. The first draft of the ten (10) page term paper is written in the COM 195 Media Literacy course in media communication students' sophomore year, and rewritten in the COM 422 Portfolio Construction course in their senior year.</p> <p>*On the rubric, the media literacy knowledge and analysis skills include the following dimensions: (1) The cognitive dimension includes the ability to describe factual background information about the message and messenger; (2) The emotional-aesthetic dimension includes ability to describe the artistry of the content and the emotional power of the message; and (3) The moral-ethical dimension includes the ability to describe the artistry of the content and potential effect of the message on individuals and society – especially considering a Christian worldview in the moral-ethical analysis of the message.</p>

Criteria for Success:

Media Program Learning Outcome (Media PLO)	Statement of Criteria for Success
Media PLO #1: Media Literacy Analysis Skills	The outcome goal is that all students (100%) will display an understanding of media literacy knowledge and analytical skills.

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:

Course	Semester	N	4.0-4.9 Above Average <i>Benchmark</i>	3.0-3.9 Average	2.0-2.9 Below Average	1.0-1.9 Poor
COM 422	SP 2012	X		X		
COM 422	SP 2013	X		X		
COM 422	SP 2014	6		6		
COM 422	SP 2015	5		5		
COM 422	SP 2016	8		7	1	

X = Missing

Note from Dr. Alan Hueth, 7.27.16: “These are missing because I was experimenting with assignments that would demonstrate students’ media literacy skills. I settled on a term paper during the 2013-14 school year, as I recall. Also, to date, I have not had a 5-point scale. However, I could create a four-point scale based on students’ paper grades. At this point, all the students had to do was to show that they could ‘demonstrate their understanding of media literacy knowledge and analytical skills’ based on the ‘Dimensions of Media Literacy’ chart (see the last page).

Conclusions Drawn from Data:

Media Program Learning Outcome (Media PLO)	Conclusions Drawn from Data
Media PLO #1: Media Literacy Analysis Skills	<p>The outcome goal is that all students (100%) will display an understanding of media literacy knowledge and analytical skills.</p> <p>All eight (8) of the students submitted a 2nd or 3rd draft of the paper in the COM 422 Portfolio Construction course. Each section of every paper was reviewed to determine if the student displayed knowledge of each of the three media literacy dimensions. All but one of the student papers displayed evidence of media literacy knowledge and analytical skills in all three of the dimensions of media literacy analysis. There was one (1) student who had an incomplete display of evidence of media literacy moral-ethical analysis by the deadline before this report--and is working on rewriting and re-submitting this section soon.</p>

Changes to be Made Based on Data:

Media Program Learning Outcome (Media PLO)	Description of Changes to be Made Based on Data
Media PLO #1: Media Literacy Analysis Skills	<p>Eighty-six percent (86%) of the students displayed knowledge of media literacy and analysis skills. The one (1) student who displayed an understanding of all but one (the moral-ethical analysis) will complete the paper and resubmit within a two weeks. No changes planned at this time.</p>

Rubric Used: Please see next page for “Dimensions of Media Literacy” rubric.

DIMENSIONS OF MEDIA LITERACY

COGNITIVE DIMENSION	AESTHETIC DIMENSION	EMOTIONAL DIMENSION	MORAL/ETHICAL DIMENSION
<p>BACKGROUND INFORMATION</p> <p>The medium (tv show, movie, book, song, internet site, etc.)</p> <p>The genre (eg. action adventure movie, music video, hip-hop vs. rock music, sit-com, etc.)</p> <p>Who made it and/or is in it? ETHOS For film: who was the writer, producer, director, actor, etc. For tv show (of any type—sit com, drama, commercial, etc.): same For music: writer and performer</p> <p>Intended purpose of the message...why made? (to inform, entertain, persuade, and any other purposes—financial, political, social, etc.?)</p> <p>When was it made (month or year)?</p> <p>When shown and what source? (eg. shown on TV on MSNBC at 5-6pm on 1/26/16)</p> <p>Budget—how much did it cost to make?</p> <p>How much money made, ratings, etc.? (box office, music-downloads, Nielsen ratings-TV or radio, online: # hits, purchases, etc.)</p> <p>Principle/target audience?</p>	<p>CONTENT & ARTISTRY</p> <p>TV/film: story/scriptwriting and structure of the message, directing techniques, camera techniques, performance, editing techniques, graphics, production design/art direction (lighting), sound (music, sound FX, NAT sound), settings, special FX (visual), tone, etc. Music: lyrics, rhythm, pace, instrumentals, performance, tone, etc.</p> <p>Novel/Short Story: the plot/story, character(s), writing style, imagery, tone, etc.</p> <p>Internet site: color, imagery, fonts, language, etc.</p>	<p>TECHNIQUES TO ELICIT EMOTIONAL RESPONSES IN AUDIENCE</p> <p>What type of conflict is evident in the message? How is the conflict made evident/shown in the message?</p> <p>AESTHETIC Person vs. Person Person vs. Group Person vs. Nature Person vs. Self</p> <p>How is PATHOS elicited?</p> <p>Pity—how does the message cause you to have a sympathetic, empathetic, and/or antipathetic response to the message? Through the characters, story/plot, diction, etc. (AESTHETICS), or through propaganda techniques (transfer, bandwagon, slogan, music, etc.)? Who is/are the protagonist(s) – the “good guys” and who is/are the “antagonist(s)?”</p> <p>Fear—how does the message cause you to and wonder “what’s going to happen next?!”</p>	<p>MESSAGE’S MORALITY & ETHICS</p> <p>What is the underlying message(s)—based on the premise(s) and evident conclusion? Logic/LOGOS</p> <p>What values are evident and celebrated/glorified AND/OR demeaned in the message?</p> <p>What loyalties are evident and celebrated/glorified AND/OR demeaned in the message?</p> <p>What ethical principles are relevant to and support OR oppose-contradict the moral-ethical conclusions of the message?</p> <p>Virtue Ethics (Aristotle & Buddhism) Categorical Imperative Ethics (Kant) Utilitarian Ethics (Bentham & Mill) Egalitarian Ethics (Rawls) Persons as Ends & Agape Love Ethic (Jesus Christ)</p>

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Learning Outcomes:

Media Program Learning Outcome (Media PLO)	Description of Learning Outcome
Media PLO #2: Scriptwriting Skills	Media Communication majors will demonstrate scriptwriting skills for radio, TV, film, internet, church media, and/or corporate media industries.

Outcome Measures:

Media Program Learning Outcome (Media PLO)	Description of Outcome Measure
Media PLO #2: Scriptwriting Skills	<p>MC majors create an audition “reel” of their best scripts which have been produced. These program scripts are produced and aired on the campus cable station (<i>Point TV-Channel 23</i>), or on the Point TV Vimeo or on YouTube websites. Some projects are submitted into competitive local, regional, and/or national student TV/film/media festivals. Samples of programs utilizing student’s scripts are presented to working, local, San Diego media professionals, who rate them as outstanding to poor—on the basis of an “entry-level professional beginning work in the TV or film media.”</p> <p><i>Note:</i> <i>The following changes were made this year in evaluating PLOs two, three, and four:</i></p> <ol style="list-style-type: none"> 1. <i>The judges were provided more information about the criteria for their evaluations. This included increased detail about the definitions of the different roles (director, editor, etc.) and what an entry-level job in the different areas might look like; and</i> 2. <i>The evaluation instrument was changed from a four-point to a five-point scale.</i> <p><i>The judges appreciated the additional clarity that was provided, and commented that it was very helpful.</i></p>

Criteria for Success:

Media Program Learning Outcome (Media PLO)	Statement of Criteria for Success
Media PLO #2: Scriptwriting Skills	The outcome goal is that 2/3 ^{rds} of the total number of students who submit their scriptwriting work will be rated average (3.0) or above in their chosen area of expertise.

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:

Media PLO #2: Scriptwriting Skills							
Course	Semester	N	5 Outstanding	4.0-4.9 Above Average Benchmark	3.0-3.9 Average	2.0-2.9 Below Average	1.0-1.9 Poor
COM 422	SP 2012	X					
COM 422	SP 2013	X					
COM 422	SP 2014	4			1*	3*	
COM 422	SP 2015	4				4*	
COM 422	SP 2016	4		1	3		

*2.5 benchmark for SP 2015; scale of 1 to 4.

X = Missing

Conclusions Drawn from Data:

Media Program Learning Outcome (Media PLO)	Conclusions Drawn from Data
Media PLO #2: Scriptwriting Skills	<p>The outcome goal is that 2/3rds of the total number of students who submit their scriptwriting work will be rated average (3.0) or above in their chosen area of expertise.</p> <p>For learning outcome #2, seven (7) of the eight (8) students presented their audition reels to four (4) assessors-media professionals. They rated the student's work on the five-point scale—on the basis of <i>"an entry-level professional"</i> beginning work in the different media. All but one of the cumulative averages of the individual components of scriptwriting (e.g. creative concept and approach, story clarity, etc.) for all student scripts submitted were at or above the 3.0 goal. One (1) student's cumulative average for the story clarity component of scriptwriting was at 2.75. However, this 100% success rate in the cumulative student scores exceeds the 2/3rds goal for this learning outcome.</p>

Changes to be Made Based on Data:

Media Program Learning Outcome (Media PLO)	Changes to be Made Based on Data:
Media PLO #2: Scriptwriting Skills	<p>The findings reveal that the 100% student success rate at or above 3.0 has exceeded the target 2/3rd of students at that mean score. Although only one component in one student's assessment of a script showed up as a weakness (2.75): story clarity, additional time will be spent in the scriptwriting class and production classes this coming year on this area of scriptwriting.</p>

Rubric Used: Please see following pages; thank you.

Assessment:
TV/Film Scriptwriting
Spring, 2016

Student Name:

Program Title:

Judge #: _____

Please evaluate the following areas in which this student was involved in the project you are about to see. Your evaluation should be based on the following: how the work ranks for “an entry-level employee beginning work in television or film”—as per guidelines.

Creative Conceptual Approach

Comments:

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Creative Visualization

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Narration/Dialogue

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Story Structure

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Story Clarity

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

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Learning Outcomes:

Media Program Learning Outcome (Media PLO)	Description of Learning Outcome
Media PLO #3: Production Skills	Media Communication majors will demonstrate production skills in radio, TV, film, internet, church media, and/or corporate media industries.

Outcome Measures:

Media Program Learning Outcome (Media PLO)	Outcome Measure
Media PLO #3: Production Skills	<p>MC majors create an audition reel which includes complete programs-examples of their best film and television work in which they had a substantial role in production. A substantial role in production includes directing, camera, director of photography (DP which includes camera and lighting), lighting, sound, graphics, set design, and/or editing. These projects air on the campus cable station (<i>Point TV-Channel 23</i>) or on the Point TV Vimeo or YouTube channels. Some projects are occasionally submitted to competitive local, regional, or national student TV/film/media festivals. These samples of student's production work are presented to working, local, San Diego media professionals, who rate them as outstanding to poor—on the basis of an entry-level professional beginning work in the different media.</p> <p><i>Note:</i> <i>The following changes were made this year in evaluating PLOs two, three, and four:</i></p> <ol style="list-style-type: none"> 3. <i>The judges were provided more information about the criteria for their evaluations. This included increased detail about the definitions of the different roles (director, editor, etc.) and what an entry-level job in the different areas might look like; and</i> 4. <i>The evaluation instrument was changed from a four-point to a five-point scale.</i> <p><i>The judges appreciated the additional clarity that was provided, and commented that it was very helpful.</i></p>

Criteria for Success:

Media Program Learning Outcome (Media PLO)	Criteria for Success
Media PLO #3: Production Skills	The outcome goal is that 2/3 rd s of students evaluated for production skills will be rated average (3.0) or above in their chosen area(s) of expertise.

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:

Media PLO #3: Production Skills							
Course	Semester	N	5 Outstanding	4.0-4.9 Above Average Benchmark	3.0-3.9 Average	2.0-2.9 Below Average	1.0-1.9 Poor
COM 422	SP 2012	X					
COM 422	SP 2013	X					
COM 422	SP 2014	7			2	4*	
COM 422	SP 2015	5				5*	
COM 422	SP 2016	7		1	6		

*2.5 benchmark for SP 2015; scale of 1 to 4. 2 out of 5 met 2.5 benchmark.

Note: In 2014, one student scored 2.3, 0.2 below 2.5 benchmark.

X = Missing

Conclusions Drawn from Data:

Media Program Learning Outcome (Media PLO)	Conclusions Drawn from Data
Media PLO #3: Production Skills	<p>The outcome goal is that 2/3rds of students evaluated for production skills will be rated average (3.0) or above in their chosen area(s) of expertise.</p> <p>All seven (7) students submitted work for evaluation of production skills. The data reveals that 86% of the students' work (all but one student) in their production roles surpassed the 3.0 goal. That student was rated a 2.75 on lighting on one project, and a 2.75 on graphics on another project. However, the cumulative score on these projects was at 3.0 or higher. This data reveals that we've exceeded the learning outcome goals in production this year.</p>

Changes to be Made Based on Data:

Media Program Learning Outcome (Media PLO)	Changes to be Made Based on Data:
Media PLO #3: Production Skills	<p>The findings reveal that the 100% student success rate at or above 3.0 exceeds the target 2/3rds of students at that mean score. This can be attributed to this group's strong interest in their select professional roles. We will continue to emphasize the importance of mastering the fundamentals of production in all of our production courses.</p>

Rubrics Used: Please see following pages.

Assessment:
TV/Film Production
Spring, 2016

Student Name:

Program Title:

Judge #: _____

Please evaluate the following areas in which this student was involved in the project you are about to see. Your evaluation should be based on the following: how the work ranks for “an entry-level employee beginning work in television or film”—as per guidelines.

Producing:

Comments:

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Directing

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Camera Operation & Technique:

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Lighting

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Sound

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Sets & Design

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Graphics

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Editing

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

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Learning Outcomes:

Media Program Learning Outcome (Media PLO)	Description of Learning Outcome
Media PLO #4: Performance Skills	Media Communication majors will demonstrate performance skills in radio, TV, film, internet, church media, and/or corporate media industries.

Outcome Measures:

Media Program Learning Outcome (Media PLO)	Description of Outcome Measure
Media PLO #4: Performance Skills	<p>MC majors create an audition reel which includes complete programs-examples of their best film and television performance work – as an actor, show host, or news reporter/anchor. This also includes serving as on-camera or voice-over talent as a narrator or actor. These projects air on the campus cable station (<i>Point TV-Channel 23</i>) or on the Point TV Vimeo or YouTube channels. Some are occasionally submitted to competitive local, regional, or national student TV/film/media festivals. Samples of student’s performance work are presented to working, local, San Diego media professionals, who rate them as outstanding to poor – on the basis of an entry-level professional beginning work in the different media.</p> <p><i>Note:</i> <i>The following changes were made this year in evaluating PLOs two, three, and four:</i></p> <ol style="list-style-type: none"> 5. <i>The judges were provided more information about the criteria for their evaluations. This included increased detail about the definitions of the different roles (director, editor, etc.) and what an entry-level job in the different areas might look like; and</i> 6. <i>The evaluation instrument was changed from a four-point to a five-point scale.</i> <p><i>The judges appreciated the additional clarity that was provided, and commented that it was very helpful.</i></p>

Criteria for Success:

Media Program Learning Outcome (Media PLO)	Criteria for Success
Media PLO #4: Performance Skills	The outcome goal is that 2/3 ^{rds} of students evaluated for performance skills will be rated average (3.0) or above in their performance skills.

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:

Course	Semester	N	4.0-4.9	3.0-3.9	2.0-2.9 2.5 = Benchmark	1.0-1.9
COM 422	SP 2012	X				
COM 422	SP 2013	X				
COM 422	SP 2014	3			3 (1 student < 2.5)	
COM 422	SP 2015	4			4 (2 students < 2.5)	
COM 422	SP 2016	N/A	N/A	N/A	N/A	N/A

X = Missing

Conclusions Drawn from Data:

Media Program Learning Outcome (Media PLO)	Conclusions Drawn from Data
Media PLO #4: Performance Skills	The outcome goals is that 2/3 rd s of students evaluated for performance skills will be rated average (3.0) or above in their performance skills. No student projects this year were submitted for rating performance.

Changes to be Made Based on Data:

Media Program Learning Outcome (Media PLO)	Changes to be Made Based on Data:
Media PLO #4: Performance Skills	No ratings this year.

Rubrics Used: Please see following pages; thank you.

Assessment:
TV/Film Performance
Spring, 2016

Student Name:

Program Title:

Judge #: _____

Please evaluate the following areas in which this student was involved in the project you are about to see. Your evaluation should be based on a comparison to **entry-level professional standards** of quality in TV/film performance.

Appropriate Appearance

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Comments:

Energy/Animation

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Comments:

Movement

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Comments:

Articulation

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Comments:

Pacing & Rhythm

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Comments:

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Learning Outcomes:

Media Program Learning Outcome (Media PLO)	Description of Learning Outcome
Media PLO #5: Professional Socialization Skills	Media Communication majors will demonstrate professional socialization skills in a radio, TV, film, internet, church media, and/or corporate media industry internship.

Outcome Measures:

Media Program Learning Outcome (Media PLO)	Description of Outcome Measure
Media PLO #5: Professional Socialization Skills	All MC majors are required to complete an internship with a cable, commercial, or public broadcast television or radio station, or film, or other media production company. Follow-up surveys with student's internship supervisors are accomplished to determine overall preparation and competence in the following areas: attendance, patterns of behaviors, appearance, relationships with fellow workers, communication skills, and more specific job-related skills related to the student's internship assignment.

Criteria for Success:

Media Program Learning Outcome (Media PLO)	Statement of Criteria for Success
Media PLO #5: Professional Socialization Skills	The average of all interns in a given year will be 4.0 or better on a 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.

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:

Media PLO #5: Professional Socialization Skills							
Course	Semester	N	5 Outstanding	4.0-4.9 Above Average Benchmark	3.0-3.9 Average	2.0-2.9 Below Average	1.0-1.9 Poor
COM 421	SP 2012	9		9			
COM 421	SP 2013	X					
COM 421	SP 2014	5		5			
COM 421	SP 2015	5		5			
COM 421	SP 2016	7		5	2		

X = Missing

Conclusions Drawn from Data:

Media Program Learning Outcome (Media PLO)	Conclusions Drawn from Data
Media PLO #5: Professional Socialization Skills	<p>The average of all interns in a given year will be 4.0 or better on a 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>The data for this outcome was provided through internship supervisor evaluations. Seven (7) of the eight (8) students did their internship while at the university. One (1) student did not do their internship while at PLNU, therefore, no data was available. The students consistently had above-average to outstanding scores on most categories. Two (2) students did not have a 4.0 or better cumulative average—the first media communication students who did not reach this goal since we’ve been doing assessment. findings reveal that the outcome goals of all students performing at 4.0 or above was not met this year...the first since program assessment has been done.</p>

Changes to be Made Based on Data:

Media Program Learning Outcome (Media PLO)	Changes to be Made Based on Data:
Media PLO #5: Professional Socialization Skills	<p>We are going to increase our emphasis on the importance of “soft skills/aptitudes” (initiative, relations, and work-ethic) this coming year. As with any research project, this assessment research has its limitations. Positive assessment is highly-dependent on student and faculty selection of their best work. This year more attention and time was invested in selecting students’ best work.</p>

Rubric Used: Please see following pages.

**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. G.L. Forward glforward@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.