

**Media Communication**  
**Annual Assessment Report**

Department & School:

Communication & Theatre  
School of Professional Studies & Social Sciences

2011-12 School Year

Submitted by:

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## **Media Communication Program Mission**

The mission of Point Loma Nazarene University states that it exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Similarly, the mission of the media communication program at PLNU exists to reinforce and support this mission:

The purpose of the media communication program is to two-fold. First, we seek to prepare students to become responsible, professional, and creative producers of media programming. This includes programming for broadcast TV, radio, cable TV, film, corporate media, the internet, and church media. Second, we seek to prepare students to be thoughtful and critical consumers of the media. Our goal: to send students into the various secular and Christian media industries to produce outstanding programming and be a witness of Christ's love and grace in the world.

## **Program Learning Outcomes (PLOs)**

The PLO's for the media communication major are an extension of the University's learning outcomes (ULOs). The ULOs are listed include:

### *PLNU Learning Outcome #1: Learning Informed by Faith*

Members of the PLNU community will display openness to new knowledge and perspectives, think critically, analytically, and creatively, and communicate effectively. These outcomes are reflected in PLOs #1-3 listed and described below.

### *PLNU Learning Outcome #2: Growing in a Faith Community*

Members of the PLNU community will demonstrate God-inspired development and understanding of others, living gracefully within complex environmental and social contexts. These outcomes are reflected in all of the PLOs listed and described below. The group project orientation of the major requires that students work together harmoniously and gracefully—in all of their production courses and in their internship.

### *PLNU Learning Outcome #3: Serving in a Context of Faith*

Members of the PLNU community will engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility—serving both locally and globally. These outcomes are also reflected in all of the PLOs listed and described below. All/most student projects are aired on PLNU's campus cable channel--*Point TV—Channel 23*—whose mission is to serve the PLNU campus. They do this by creating programs that inform, enrich, enlighten, and celebrate the people and culture of the PLNU community.

## PLO #1: Media Criticism & Ethical Analysis Skills (to begin spring, 2013)

Media Communication majors will demonstrate skills in the theoretical and/or historical critique of media. This includes the integration of a Christian worldview and ethical framework for viewing, interpreting, and critiquing media messages.

Note: this PLO has not been measured yet. The intent was to begin to measure this outcome starting spring, 2012. However, we were not able to achieve this goal. However, we will begin to this outcome at the end of the spring, 2013, semester. This is due to a curriculum-course timing issue, and the beginning of students being required to take COM 422 Portfolio Construction starting their program in 2009 (or after). This course includes the production of a short (7-10 minute) media criticism documentary project which features a critical analysis of a film, TV show, or website. This will provide a means for evaluating and measuring this PLO.

## PLO #2: Scriptwriting Skills

Media Communication majors will demonstrate scriptwriting skills for radio, TV, film, internet, church media, and/or corporate media industries.

## PLO #3: Production and/or Performance Skills

Media Communication majors will demonstrate production and/or performance skills in radio, TV, film, internet, church media, and/or corporate media industries.

## PLO #4: 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.

## **Curriculum Map (see attachment)**

## **Multi-Year Assessment Plan (to be created)**

## **Methods of Assessment & Criteria for Success**

### Introduction

The methods for assessing each PLO in the 2011-12 school-year are listed below.

The methods for assessing the educational outcomes for #2-4 are described below and require the students to create and submit a “reel” (on DVD) which includes samples of their best TV/film/internet production work. Their reel is submitted as a part of a portfolio construction course (COM 422), which is taken in the student’s senior year.

This year, five (5) students graduated in the media communication major. Three (3) of the five (5) students took the COM 422 course and were required to submit their reels. One (1) of the other two (2) students volunteered to submit their reel. This represents an 80% participation rate. The student projects consisted of either TV programs or short dramatic or comedic film

programs, and included work in select areas in which they participated (scriptwriting, production, and/or performance). No radio projects were submitted. These projects were viewed (in part or whole) by four (4) local (working) media professionals at a “Portfolio Presentation and Assessment” luncheon on Friday, May 11, 2012, 11:30-1:00, in room RLC 108 on campus.

The media professionals/judges had a combined work experience of 60+ years in the TV and film industries. They rated the student’s work as “below average,” “average,” “above-average,” or “outstanding”—on the basis of an “entry-level professional beginning work in the different media.” The judges were directed to interpret the “entry-level professional…” criterion in the following way:

*An entry-level professional means one who would display the baseline skills to get the attention of a prospective employer and gain employment in these different job areas. For a student who directed a short film or ran camera and did lighting--it does not mean that they would, necessarily, be hired on as a director of photography (DP), or director, or actress, etc. for a major, studio-produced motion picture or TV show—based on their present skills. But they would be able to acquire employment at a lower, entry-level position on a motion picture or TV show. For instance, a student who displays strong cinematography and/or lighting skills could be hired as a production assistant or an assistant camera operator or a gaffer--assisting a professional DP—on a professional, independent film. And an “average” to “outstanding” evaluation should be a measurement of the likelihood of this happening—with “average” suggesting an average-possibility, and “outstanding” representing a strong possibility.*

The Rating instruments are provided in the appendix of this document.

### Means for Assessing Educational Outcomes

#### Outcome #2: Scriptwriting Skills

Means of Assessment: MC majors compiled a portfolio (or submitted projects) of what they considered to be their best produced scripts. These program scripts were produced and aired on the campus cable station (*Point TV-Channel 23*), or the local network affiliate station, and/or won awards in scriptwriting in a competitive local, regional, or national student TV/film/media festival. Samples of programs utilizing student’s scripts were presented to working, local, San Diego media professionals, who rated them as below average, average, above-average, or outstanding—on the basis of an “entry-level professional beginning work in the TV or film media.” The outcome goal is that seventy-five (75) percent of students will be rated 2.5 or above in this area.

### Outcome #3:

#### Production Skills

Means of Assessment: MC majors created a portfolio (or submitted projects) in which they had a substantial role in production. A substantial role in production includes directing, camera/director of photography, lighting, sound, graphics, set design, and/or editing. These projects have aired on the campus cable station (*Point TV-Channel 23*) or the local network affiliate station, and/or won awards in production in a competitive local, regional, or national student TV/film/media festival. Samples of student's production work were presented to working, local, San Diego media professionals, who rated them as below average, average, above-average, or outstanding—on the basis of an entry-level professional beginning work in the different media. The outcome goal is that seventy-five (75) percent of students will be rated 2.5 or above in this area.

### Outcome #4

#### Performance Skills

Means of Assessment: MC majors created a portfolio (or submitted projects) in which they had a performance role. This includes serving as on-camera or voice-over talent as a narrator or actor. These projects have aired on the campus cable station (*Point TV-Channel 23*) or the local network affiliate station, and/or won awards in production in a competitive local, regional, or national student TV/film/media festival. Samples of student's performance work were presented to working, local, San Diego media professionals, who rated them as below average, average, above-average, or outstanding—on the basis of an entry-level professional beginning work in the different media. The outcome goal is that seventy-five (75) percent of students will be rated 2.5 or above in this area.

### Outcome #5: Professional Socialization Skills

Means of Assessment: All MC and BJ majors were 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 were 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.

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.

## Summary of Data Collected

Students presented their portfolios to four (4) local (working) media professionals at the “Portfolio Presentation and Assessment” luncheon on Friday, May 11, 2012, 11:30-1:00. The media professionals rated the student’s work on a four point scale as below average (1), average (2) , above-average (3) , or outstanding (4)—on the basis of “*an entry-level professional*” beginning work in the different media.

A summary of the media professional’s ratings for outcomes #2-4 are provided below.

### Outcome #2: Scriptwriting Skills

Evaluating student’s scriptwriting skills for TV/Film (drama/comedy) included the consideration of a script’s creative conceptual approach (CCA), creative visualization (CV), and the quality of the narration/dialogue (N/D), along with story structure (Structure), and clarity (clarity). Judges ratings for TV/film scriptwriting, radio scriptwriting, and TV news scriptwriting are provided below:

TV/film scriptwriting averages: (2 students)

CCA	CV	N/D	Structure	Clarity
2.8 (+.8)	2.6 (+.5)	2.4 (+.8)	2.4 (+.6)	2.5 (+.8)

The cumulative overall mean score for the two (2) student that submitted produced-script work was 2.6, which is .6 above the average rating. This represents a .7 increase in last year’s cumulative average.

These were the only two students who wrote scripts that were produced. Although this does not meet the stated program goal of 75% of students reaching a 2.5 (or above) average score, it does exceed the goal—in that 100% of students with produced scripts exceeded the 2.5 average score.

### Outcome #3: Production Skills

Evaluating student's production skills for TV/film and TV news production included the consideration of camera (Camera), sound (Sound), lighting (Lighting), set (Set), graphics (Graphics), directing (Directing), and editing (Editing). Below are the cumulative student averages in each of these areas. Increases or decreases from the previous year are in parentheses.

<u>Camera:</u>	<u>Sound:</u>	<u>Lighting:</u>	<u>Set:</u>	<u>Graphics:</u>	<u>Directing:</u>	<u>Editing:</u>
2.7	2.7 (+.7)	2.4 (-.1)	NA	3.7 (+1.1)	2.7 (+.3)	2.8 (+.3)

The cumulative overall mean score for the three (3) students that submitted projects for assessment of production was 2.7. Three (3) or the four (4) graduates who had done production (and submitted their work for evaluation) performed at or above the 2.5 goal (student 1: 2.5, student 2: 3.0, student 3: 2.7). This meets the program goal of 75% of students reaching a 2.5 (or above) average score.

### Outcome #4: Performance Skills

Evaluating student's performance skills for TV/film included the consideration of appropriate appearance (AA), energy/animation (E&A), movement (M), articulation (A), and pacing and rhythm (P&R).

One (1) student submitted work in on-camera or off-camera performance. The mean scores for each performance category are listed below—with the difference between the previous year's scores in parentheses.

AA	E&A	M	A	P&R
3.2 (+1.0)	3.25 (+.75)	3.0 (+.8)	3.4 (+.9)	3.0 (+.7)

The cumulative overall mean score for the one (1) student who submitted projects for assessment of performance was 3.1—which is .8 above last year's student performance evaluations, and .6 above the minimal goal. Although this represents a small sample, it is above the program goals of 75% of students reaching a 2.5 (or above) average score.

### Outcome #4: Professional Socialization Skills

The data for this outcome was provided through internship supervisor evaluations. Four (4) of the five (5) graduates had supervisor evaluations which were accessible. One (1) student's file was unavailable—it had been purged because he was a returning student and did his internship prior to three (3) years ago.

On the internship evaluation, the supervisor is asked to do the following:

*“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.”*

The internship evaluation included the following sections for the supervisors to respond to, along with common/recurring examples of their responses to the PLNU students. All four (4) were rated “above-average” to outstanding.

Attitude:

*Very enthusiastic*

*Works very hard and cares a lot about the work that he is doing*

Dependability:

*Usually to Completely Dependable*

Quality of Work:

*Fantastic on many levels!*

Maturity/Poise:

*Very poised and confident*

Judgment:

*Most are rated Exceptionally mature in judgment*

Ability to Learn:

*Most Learned work readily to Exceptionally-well*

Initiative:

*Proceeds well on his/her own*

*Goes ahead independently at times*

Relations Others:

*Most rated Exceptionally well-accepted*

*“Team player and terrific attitude!”*

Quantity of Work:

*Mostly Usually high output, with a couple Normal and More than average*

Attendance:

*Outstanding to above-average on all of these criteria.*

Punctuality

*All Regular*



The supervisor remarks are overwhelmingly positive. These findings suggest that all (75%) of students that have completed internships are mostly rated outstanding in all professional socialization skills. One student's internship was with actor Will Farrell's production company (Gary Sanchez Productions), and he was hired after graduation.

## **Use of Results**

The data from this year reveals an increase in student ratings in the production, writing, and performance areas from the previous year. In spite of these increases, program faculty will continue to work towards improving the instruction in the three targeted skill areas. We will also help to assist students in more carefully-selecting their best work for evaluation. Although the assessment was accomplished in a better audio-visual environment than in previous years, we will continue to see a higher-quality screening environment for the student projects. Finally, this coming year should include a larger number of student participants in assessment who are required (or will opt) to take the COM 422 Portfolio Construction course in the summer, 2012, fall, 2012, and spring, 2013, semesters. This will provide larger student participation and a more accurate and representative range of media communication students' work.

It is always very encouraging to see how high our students are rated in their internship experience, and to hear from their supervisors that their PLNU student was the best intern that they have ever had.

As with any research project, this assessment research has its limitations. The assessment is highly dependent on student participation and selection of their best work. And not all of the student participants included their best work on their portfolio reels. We do plan on being more selective in this area in future years. Also, there will be increased attention to working on and improving instruction in all areas of production and scriptwriting. This data will be shared with Rick Moncauskas, our Media Operations Manager, who assists in instruction in the intro to TV and film production course, and assists students with the technical side of production. He and I will be discussing how we might improve our instruction in these areas.

## ASSESSMENT INSTRUMENTS

Assessment:  
**Scriptwriting**

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 video/film scriptwriting.

### **Creative Conceptual Approach**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

### **Creative Visualization**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

### **Narration/Dialogue**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Story Structure**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Story Clarity**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

Other comments:

Assessment:  
**TV/Film Production**

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 video/film production.

**Camera Operation & Technique:**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Sound**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Lighting**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Set Design**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Graphics**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Directing**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Editing**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

Assessment:  
**TV/Film Performance**

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 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Energy/Animation**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Movement**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Articulation**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Pacing & Rhythm**

\_\_\_\_\_ 1 Below-Average

\_\_\_\_\_ 2 Average

\_\_\_\_\_ 3 Above-Average

\_\_\_\_\_ 4 Outstanding

Comments:

**Other comments:**

