

# MOCM

Managerial &  
Organizational  
Communication

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**"Managing Meaning in the Communication Age."**

***Annual Assessment Report AY 2012-2013***

**MOCM Annual Assessment Report AY 2012-2013**  
**Department of Communication & Theatre**

**I. Mission:**

University Mission:

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is molded 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. “Learn, Grow, and Service” is a motto often used to summarize the mission.

Department Mission:

As communicators, all humans are part of an ongoing conversation. Communication is inevitable, irreversible, and continuous. The messages we send and receive shape our attitudes, build our relationships, and impact the environment in which we live. The mission of the Department of Communication and Theatre is to empower students with a meaningful Christian voice in the ongoing conversation of the world in which we live. We strive to meet this mission through, learning, growing, and serving.

Learning Informed by our Faith in Christ

- Students will learn basic theory about the discipline of communication, organizational communication, media communication, broadcast journalism and theatre.

Growing in a Christ Centered Community

- As students understand the process of communication, they will be challenged to use communication competently in a variety of complex environmental and social contexts.

Serving in a Context of Christian Faith

- Students will participate in the disciplines of Communication and Theatre in the collective community around them.

The Department of Communication and Theatre is committed to helping each student learn, grow, and serve so that they may contribute meaningfully to the ongoing conversation of all humans and seeks to make an impact in the world through their communication abilities. The power to communicate is the power to transform our world one conversation at a time.

## Alignment of the Institutional and MOCM Learning Outcomes

Managerial and Organizational Communication	
Institutional Learning Outcomes	MOCM Learning Outcomes
<p><b>LEARN</b></p> <p>1. Informed by our Christian Faith, Members of the PLNU community will:</p> <ol style="list-style-type: none"> <li>a. display openness to new knowledge and perspectives</li> <li>b. think critically, analytically, and creatively</li> <li>c. communicate effectively</li> </ol>	<ul style="list-style-type: none"> <li>• Students will develop a sophisticated understanding of communication as the negotiation of meaning.</li> <li>• Students will display communication competence both verbally and nonverbally in interpersonal, small group, organizational, and intercultural contexts.</li> </ul>
<p><b>GROW</b></p> <p>2. In a Christian Faith Community, Members will:</p> <ol style="list-style-type: none"> <li>a. demonstrate God-inspired development and understanding of others</li> <li>b. live gracefully within complex environmental and social contexts</li> </ol>	<ul style="list-style-type: none"> <li>• Students will integrate a Christian perspective of values and ethics in their communication in interpersonal, small group, organizational and intercultural contexts.</li> <li>• Students will develop an awareness of multiple approaches to leadership and develop a personal, ethic based leadership philosophy.</li> </ul>
<p><b>SERVE</b></p> <p>3. In a Context of Christian Faith, Members of the PLNU community will:</p> <ol style="list-style-type: none"> <li>a. engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility</li> <li>b. serve both locally and globally</li> </ol>	<ul style="list-style-type: none"> <li>• Students will demonstrate an ability to present themselves in a professional and Christian manner, including, resume, interview skills, presentations, and community service.</li> </ul>

### II. MOCM Program Learning Outcomes:

- PLO1**      **Students will develop a sophisticated understanding of communication as the negotiation of meaning.**
- PLO2**      **Students will display communication competence both verbally and nonverbally in interpersonal, small group, organizational, and intercultural contexts.**
- PLO3**      **Students will be able to formulate a thesis, organize a complex idea, and support it with appropriate evidence using proper grammar and punctuation.**
- PLO4**      **Demonstrate an ability to present themselves in a professional manner including resume, interview skills, and presentations.**
- PLO5**      **Students will demonstrate an understanding and ability to work collaboratively in a group.**

- PLO6** Analyze and conduct original communication research (quantitative and qualitative) using scholarly journals, data bases, and collecting and analyzing empirical data.
- PLO7** Demonstrate an understanding of basic theoretical concepts relative to organizational behavior including scientific management, systems theory, and organizational culture.
- PLO8** Students will integrate a Christian perspective of values and ethics in their communication in interpersonal, small group, organizational, and intercultural contexts.
- PLO9** Develop an awareness of multiple approaches to leadership and develop a personal leadership philosophy.

**III. Curricular Map : Attached**

**IV. Multi-Year Assessment Plan**

AY 2012-2013	MOCM PLO's 1, 2, & 3
AY 2013-2014	MOCM PLO's 4, 5, & 6
AY 2014-2015	MOCM PLO's 7, 8, & 9

**V. Methods of Assessment & Criteria for Success**

**MOCM PLO 1**

<u>Measure</u>	<u>Criteria</u>	<u>(In)Direct</u>	<u>When</u>	<u>Whom</u>
Communication Essay	70% Good or Excellent	D	COM 465	Forward

**MOCM PLO 2**

<u>Measure</u>	<u>Criteria</u>	<u>(In)Direct</u>	<u>When</u>	<u>Whom</u>
Poster Session Presentation	70% Good or Excellent	D/I	COM 465	Forward/ Professors

**MOCM PLO 3**

<b>Measure</b>	<b>Criteria</b>	<b>(In)Direct</b>	<b>When</b>	<b>Whom</b>
Persuasion Essay	70% Good or Excellent	D	COM 330	Czech

**MOCM PLO 4**

<b>Measure</b>	<b>Criteria</b>	<b>(In)Direct</b>	<b>When</b>	<b>Whom</b>
Resume	70% Good or Excellent	D	COM 422	Czech
Interview	70% Good or Excellent	I	COM 260	OSV

**MOCM PLO 5**

<b>Measure</b>	<b>Criteria</b>	<b>(In)Direct</b>	<b>When</b>	<b>Whom</b>
Intern Evaluation	70% Good or Excellent	I	COM 421	Supervisor

**MOCM PLO 6**

<b>Measure</b>	<b>Criteria</b>	<b>(In)Direct</b>	<b>When</b>	<b>Whom</b>
Research Methods	70% Good or Excellent	D	COM 260	Czech

**MOCM PLO 7**

<b>Measure</b>	<b>Criteria</b>	<b>(In)Direct</b>	<b>When</b>	<b>Whom</b>
Capstone Essays	70% Good or Excellent	D	COM 422	Czech

**MOCM PLO 8**

<b>Measure</b>	<b>Criteria</b>	<b>(In)Direct</b>	<b>When</b>	<b>Whom</b>
Community Services	80% will complete	D	COM 422	Community
Ethics Essay	70% Good or Excellent	D	COM 345	Forward

**MOCM PLO 9**

<b>Measure</b>	<b>Criteria</b>	<b>(In)Direct</b>	<b>When</b>	<b>Whom</b>
Leadership Philosophy	70% Good or Excellent	D	COM 345/COM422	Czech/ Forward

## **VI. Summary of Data:**

### **PLO1: Communication Essay**

N = 14 Students

Excellent = 4 Students    Good = 9 Students    Novice 1

Criteria Met at 92%

Full Essays and Rubrics Attached

### **PLO2: Poster session Presentation & Evaluation**

N = 29 Students            Verbal = 86.2%

N = 29 Students            Nonverbal = 79.3%

Criteria Met

### **PLO3: Poster Session Research Methods**

N = 29 Students            Research Methods = 79.3%

Criteria met

## **VII. Use of Results:**

### **PLO1:**

The results of PLO1 demonstrated a mastery of learning of the basic definition of communication. However, the essays utilized were from an entry course COM 190. In the future we would like to incorporate another holist communication essay into the assessment that is written in COM 465 a senior level course. We believe this will help solidify a holist view of communication and better show growth in our students.

### **PLO2 & 3:**

These learning outcomes were evaluated at the poster session for COM 465. Students must deliver a presentation that displays communication competence both verbally and nonverbally, while explaining the canons of social science. Based on the data we did meet our learning objectives. However, because we feel this is such an important part of our major we have been planning several changes that will finally begin to take lace next academic year. We have added a new required course COM 265 Introduction to Empirical Research. This course will be taken before COM 465. Students in COM 265 will also attend the end of the semester poster session and evaluate their peers performance and knowledge of the scientific process. We feel this will close the learning gap that was present for students entering directly into COM 465.

# COM465 Research Projects Rubric

*Thursday, May 5, 2011 9:30–10:45 am*

Students: \_\_\_\_\_

Project Title: \_\_\_\_\_

**Grading Scale:** 1 or 2 = Unacceptable – does not meet minimum expectations.  
3, 4, 5 = Good, average work – satisfies basic research canons.  
6 or 7 = Superior – exceeds expectations for undergraduate work.

*Instructions to Evaluators: Based upon what you see in the handout and poster and what you hear in the brief oral presentation (and any follow-up questions you or others may ask), please respond to the following items.*

(1). Research Project: Degree to which project seems to satisfy the canons of social science research design, procedures, and analysis. 1 2 3 4 5 6 7

Comment:

(2). Poster Session: Sufficient detail concerning problem/issue, hypothesis or RQ, method, sample, results and is aesthetically pleasing. 1 2 3 4 5 6 7

Comment:

(3). Oral Presentation: Appropriate verbal fluency, energy, and eye contact with few (if any) nonverbal distractions. 1 2 3 4 5 6 7

Comment:

## Communication Essay Rubric

Criteria	Inadequate	Novice	Good	Excellent
<b>Defines &amp; Explains Communication as a negotiation of meaning.</b>	Lacks understanding of concepts, terms, and important ideas in defining communication. Uses irrelevant social science ideas.	Definition of communication illustrates some understanding of what is communication. Leaves out critical components of the definition. Lacks holistic development of communication as a negotiation of meaning.	Definition includes basic concepts of communication. Some development of a holistic view of communication as a negotiation of meaning.	Definition includes basic and advanced concepts, terms, and ideas. Develops a holistic understanding of communication as a negotiation of meaning.
<b>Utilizes communication theory to support the understanding of communication</b>	Lacks ability to recognize relationships in defining and utilizing communication. Connection of definition to practice is not present. Does not support ideas.	Can describe similarities and differences and recognize simple links. Minimal support and evidence. Lacks ability to relate and integrate multiple concepts involved in communication.	Recognizes links among definition and practice and can formulate generalizations about collections or sets of items in communication. General assimilation of material. Evidence and support is present for ideas.	Uses theory to illuminate relationships among diverse concepts in the understanding of communication. Full synthesis the material. Multiple forms of evidence and support.
<b>Demonstrates clearly what is and what is not communication</b>	Does not give specific examples and parameters of communication. No implications are drawn about communication.	Few examples to articulate what is communication. Ideas are vague. Few implications discussed and presented.	Gives clear examples and parameters of what is communication. General implications are drawn and supported.	Clear and specific parameters are present. Several detailed implications are supported and drawn about what is and is not communication.



	<b>Inadequate</b>	<b>Novice</b>	<b>Good</b>	<b>Excellent</b>
<b>Writing Style</b>	Writer provides little or no focus and movements between ideas is scattered or non-existent.	Writer provides some focus but the structure is somewhat unclear. Movement between ideas and paragraphs is awkward.	Writer provides focus and order to the essay to convey a generally unified point. Flow and movement in a logical manner is evident.	Writer focuses and orders essay to convey a unified point or effect. Provides clear movement and flow of ideas between paragraphs from beginning to end.
<b>Writing Grammar</b>	Format is not acceptable or readable. Misspellings and grammar errors significantly distract from the readability of the essay.	Format is marginally acceptable. Misspellings and grammar errors interrupt the flow of the essay.	Format is generally clear and appropriate. Several misspellings and grammar errors are present.	The format is clear and appropriate. Few misspellings or grammar errors are present.
<b>Overall Summary &amp; Evaluation</b>	The writer's knowledge of the subject is generally inaccurate and lacks range or quality. Few if any, implications or view points are presented.	The writer's knowledge is generally accurate though flawed. Limited range is exhibited and quality of knowledge is weak.	The writer's knowledge is accurate throughout except in minor details. Demonstrates writer is informed on the subject with some implications and viewpoints presented.	The writer's knowledge of the subject is accurate throughout, demonstrates convincing range and quality with appropriate research. Writer is aware of viewpoints and implications.
<b>Additional Notes</b>				

