

Media Communication
Annual Assessment Report

Department & School:

Communication & Theatre
School of Professional Studies & Social Sciences

2012-13 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 conduct our first measurement of this outcome starting this spring, 2013. However, we were not able to achieve this goal. Unfortunately, some preparation and production constraints hindered the process of student creation of their projects. Also, I have decided to refocus the media criticism and ethical analysis PLO's to a more-narrowly directed media literacy understanding and skills approach. This approach will simplify the assessment process and will be more closely-tied to the course learning objectives in our required media literacy course. This course requires a 12-page term paper which consists of a critical analysis of a film, TV show, set of commercials, a magazine, website, some other message/set of messages. This refocused approach should simplify the process and measurement of this PLO. Here is a sample rewrite of this PLO—with assessment to begin in the spring, 2014 semester:

REWRITE: PLO #1: Media Literacy Analysis Skills

Media Communication majors will demonstrate their understanding of media literacy analysis skills. These skills include the following:

- 1. The ability to describe factual background information about the message and messenger;*
- 2. The ability to do an aesthetic-emotional analysis of a message. This will include focusing on the artistry of the content and the emotional power of the message; and*
- 3. The ability to do an aesthetic-moral-ethical analysis of a message. This will include focusing on the artistry of the content of the message and the integration of a Christian worldview and ethical analysis of the message.*

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.

Introduction

The methods for assessing each PLO in the 2012-13 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, thirteen (13) students graduated in the media communication major. All were required to submit their reels, but most of them did not submit the reel in the proper format. Only a few submitted examples of full projects. Therefore, I had to scramble to find full projects from the past that represented their best work. Unfortunately, I was only able to put together enough samples for ten (10) of the 13 students who graduated. This represents a 77% participation rate. The student projects consisted of a mix of TV programs (commercials, interview shows, music shows, and short dramatic or comedic films). This included work in select areas in which they participated as a scriptwriter, or had a role in production or on-camera performance. No radio projects were submitted. These projects were viewed (in part or whole) by three (3) local (working) media professionals at a “Portfolio Presentation and Assessment” luncheon on Friday, May 10, 2013, 11:30 a.m.-1:00 p.m., in the TV studio on campus.

The media professionals/judges had a combined work experience of 60+ years in the TV and/or 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 three (3) local (working) media professionals at the "Portfolio Presentation and Assessment" luncheon on Friday, May 10, 2013, 11:30-1:00 p.m. 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:

All six (6) students (100%) who submitted scriptwriting work achieved at the 2.5 or above outcome goal. The mean scores for the six were: 3.2, 2.9, 2.5 (2), 3.1, and 2.7. These outcomes exceeded the stated program goal of the percentage of students reaching a 2.5 (or above) average score.

TV/film scriptwriting averages and increases from the 2011-12 outcomes—in parentheses: (6 students)

CCA	CV	N/D	Structure	Clarity
3.0	2.9	2.7	2.8	3.0
(+.2)	(+.3)	(+.3)	(+.4)	(+.5)

The cumulative overall mean score for the six (6) students who submitted produced-script work was 2.8, which is .3 above the outcome goal. This also represents a .2 increase in last year’s cumulative average.

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).

Seven (7) students submitted work for evaluation of production skills. All seven (7) students (100%) who submitted production work exceeded the 2.5 or above outcome goal. The mean scores for the seven (7) were: 3.3, 2.54, 3.0, 2.7 (3), 3.2. These outcomes exceeded the stated program goal of the percentage of students reaching a 2.5 (or above) average score.

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>
2.9 (+.2)	2.6 (-.1)	2.6 (+.2)	2.5	2.5 (-1.2)	3.1 (+.4)	2.8

The cumulative overall mean score for the seven (7) students who submitted projects for assessment of production was 2.9—which is .4 above the minimum outcome goal. This also represents a .2 increase above last year’s cumulative average.

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).

Only one (1) student submitted work for 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
2.3 (-.9)	2.9 (-.35)	2.4 (-.6)	2.2 (-1.2)	2.1 (-.9)

The cumulative overall mean score for the one (1) student who submitted projects for assessment of performance was 2.4—which is .7 below last year’s student performance evaluations, and .1 below the minimum outcome goal. This represents a small sample—based on the number of students who graduated with acting/performance experience. There were four (4) other students

who could have submitted their acting/performance work in their audition reel. This data is also below 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. Ten (10) of the thirteen (13) graduates had supervisor evaluations which were accessible. Three (3) student's files were unavailable at the time of this report—they did their internships while attending the Los Angeles Film Studies Center (LAFSC) in the fall, 2012 semester, and LAFSC did not send their supervisor evaluations to me.

On the internship evaluations that were available, the supervisors were 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 ten (10) were rated “above-average” to “outstanding” in every category:

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:

Excellent to above-average!

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 with 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 continue to be overwhelmingly positive. These findings reveal that the outcome goals have been surpassed.

Use of Results

The data from this year reveals an increase in student ratings in the production and writing outcomes from the previous year. In spite of these increases, program faculty will continue to work towards improving the instruction in these two skill areas. Also, the lack of adequate samples of work included on the student reels, and the decrease in the number of students (and amount of student work) evaluated in the performance area will be addressed this coming year. Students will be provided more detailed information about what their audition reels should include and look like, and how they should be created and formatted. This should help increase the number of students participating in our assessment to 100 percent participation. This will also help to assist students in more carefully-selecting their best work for evaluation.

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 work that was shown necessarily included their best work on their portfolio reels. I do plan on working on this—as per the previous comments. 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 all 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: