



## Point Loma Nazarene University Assessment Report – Academic Degree Programs

Form & Data Revised  
5/31/14

<b>Department: Communication and Theatre</b>																																														
<b>Degree: Bachelor of Arts</b>		<b>Major: Communication – 9 Graduates Assessed</b>																																												
<b>Date Submitted: June 2, 2014</b>		<b>Assessment Period: Academic Year 2013-2014</b>																																												
<b>Expanded Statement of Institutional Purpose</b>	<b>Program Intended Educational Outcomes</b>	<b>Means of Program Assessment and Criteria for Success</b>	<b>Summary of Data Collected – 9 grads for Academic Year 2013-14</b>	<b>Use of Results</b>																																										
	1. Ability to apply critical communication concepts to actual organizational or employment field context	1a. Internship evaluations for all Societal (5) Communication and some (4) 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>1a. Supervisor’s evaluation of interns for Fall 2013, Summer 2013, Spring 2014 mean score (based on a 5.0 scale): 4.88</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="background-color: #e0e0e0;">Attitude</td><td style="text-align: center;">39/8</td><td style="text-align: center;">4.88</td></tr> <tr><td style="background-color: #e0e0e0;">Dependability</td><td style="text-align: center;">39/8</td><td style="text-align: center;">4.88</td></tr> <tr><td style="background-color: #e0e0e0;">Quality of Work</td><td style="text-align: center;">39/8</td><td style="text-align: center;">4.88</td></tr> <tr><td style="background-color: #e0e0e0;">Maturity/Poise</td><td style="text-align: center;">38/8</td><td style="text-align: center;">4.8</td></tr> <tr><td style="background-color: #e0e0e0;">Judgment</td><td style="text-align: center;">38/8</td><td style="text-align: center;">4.8</td></tr> <tr><td style="background-color: #e0e0e0;"> </td><td> </td><td> </td></tr> <tr><td style="background-color: #e0e0e0;">Ability to learn</td><td style="text-align: center;">39/8</td><td style="text-align: center;">4.88</td></tr> <tr><td style="background-color: #e0e0e0;">Initiative</td><td style="text-align: center;">40/8</td><td style="text-align: center;">5</td></tr> <tr><td style="background-color: #e0e0e0;">Relations/Others</td><td style="text-align: center;">39/8</td><td style="text-align: center;">4.88</td></tr> <tr><td style="background-color: #e0e0e0;">Quantity of Work</td><td style="text-align: center;">39/8</td><td style="text-align: center;">4.88</td></tr> <tr><td style="background-color: #e0e0e0;"> </td><td> </td><td> </td></tr> <tr><td style="background-color: #e0e0e0;">Average Total</td><td> </td><td style="text-align: center;">4.875556</td></tr> <tr><td style="background-color: #e0e0e0;"> </td><td> </td><td> </td></tr> <tr><td style="background-color: #e0e0e0;"> </td><td> </td><td> </td></tr> </table>	Attitude	39/8	4.88	Dependability	39/8	4.88	Quality of Work	39/8	4.88	Maturity/Poise	38/8	4.8	Judgment	38/8	4.8				Ability to learn	39/8	4.88	Initiative	40/8	5	Relations/Others	39/8	4.88	Quantity of Work	39/8	4.88				Average Total		4.875556							<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>	<table border="1" data-bbox="1119 196 1633 412"> <tr> <th colspan="2">Enrollment by Semester</th> </tr> <tr> <td>SU</td> <td>2</td> </tr> <tr> <td>FA</td> <td>2</td> </tr> <tr> <td>SP</td> <td>4</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td>8</td> </tr> </table> <p>Thanks to G.L. Forward for this data collected in his assessment of the department's internship students.</p>	Enrollment by Semester		SU	2	FA	2	SP	4			Total	8	<p>maintaining Liberal Arts focus in the major. Especially encouraging as a companion piece to many recent studies showing employers highly value communication skills, which we teach.</p>
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		<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 from the critics from other schools or hired independently by the tournament for judging performance.</p>	<p>6 of the 9 graduating students participated in at least one debate tournament, and half of them also participated in Oral Interpretation events at the tournaments, and performed at an extremely high level compared with other beginners, advancing to elimination rounds based on the field's statistical competitive standing. 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,... 4 of the 9 graduates were actually accomplished members of the school's national championship debate team, winning trophies in elimination rounds of competition.</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</p>	<p>2a. samples of the student's class briefs for the</p>	<p>This year, 6 of the 9 students completed debate class assignments at a high level</p>	<p>As with the internship, this</p>												

	researched arguments as demonstrated in a major written debate assignment	Argumentation and Debate class, required for all majors, were utilized for this measure.	of academic scholarship, as was demonstrated in the high results shown above. Two students took the debate class over the summer due to scheduling conflicts, and one transferred in the credits from another school. They still had the experience of formulating a strong case for and against a resolution, but lacked the public performance component, with independent assessment from neutral judges.	measure shows the students abilities to apply class concepts in analyzing real 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 4 of this group of 9 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. 4 of the 9 graduates were also 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	In debate, statistical data is collated by the National Parliamentary Debate Association NPDA. In 2013-14, PLNU won Second Place in the National Christian Colleges National Championship in Debate standings (NCCFA), and placed 5 <sup>th</sup> in the nation for the much larger National Parliamentary Debate Association (NPDA) for the year long sweepstakes.	This unique measure allows comparison with how the communication skills of our institution's students compare objectively with those of all other

		<p>compete with other schools and advance to elimination rounds if warranted by their win loss preliminary round rankings. The school’s team is open to all majors but traditionally draws most heavily from communication and political science majors.</p>	<p>Two of our team members repeated as National Champions in Senior level Parliamentary Debate, and one of those was named Champion in Lincoln Douglas debate as well at NCCFA.</p> <p>Two of the students graduating in this term contributed to this over all school award for NPDA in previous years,</p> <p>PLNU has placed in the top 5 programs in the nation in NPDA yearlong debate standings for 14 of the last 17 years, winning 1<sup>st</sup> place honors five of those years, competing against other schools such as Cal Berkeley, UCLA, etc.</p> <p>PLNU’s parliamentary debate team is the number one rated intercollegiate debate program in the nation by a large margin (almost half again what the second place school has) when viewed over the 19 years during which it has belonged to the NPDA organization, based on the data displayed on their official home page.</p>	<p>colleges and universities committed to 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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