

MOCM

Managerial &
Organizational
Communication

"Managing Meaning in the Communication Age."

Annual Assessment Report AY 2013-2014

MOCM Annual Assessment Report AY 2013-2014
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>LEARN</p> <p>1. Informed by our Christian Faith, Members of the PLNU community will:</p> <ol style="list-style-type: none"> a. display openness to new knowledge and perspectives b. think critically, analytically, and creatively c. communicate effectively 	<ul style="list-style-type: none"> • Students will develop a sophisticated understanding of communication as the negotiation of meaning. • Students will display communication competence both verbally and nonverbally in interpersonal, small group, organizational, and intercultural contexts.
<p>GROW</p> <p>2. In a Christian Faith Community, Members will:</p> <ol style="list-style-type: none"> a. demonstrate God-inspired development and understanding of others b. live gracefully within complex environmental and social contexts 	<ul style="list-style-type: none"> • Students will integrate a Christian perspective of values and ethics in their communication in interpersonal, small group, organizational and intercultural contexts. • Students will develop an awareness of multiple approaches to leadership and develop a personal, ethic based leadership philosophy.
<p>SERVE</p> <p>3. In a Context of Christian Faith, Members of the PLNU community will:</p> <ol style="list-style-type: none"> a. engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility b. serve both locally and globally 	<ul style="list-style-type: none"> • Students will demonstrate an ability to present themselves in a professional and Christian manner, including, resume, interview skills, presentations, and community service.

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

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

MOCM PLO 4

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

MOCM PLO 5

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

MOCM PLO 6

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

MOCM PLO 7

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

MOCM PLO 8

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

MOCM PLO 9

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

VI. Summary of Data:

PLO4: Resume & Interview

PLO5: Internship Evaluation

PLO6: Poster Session Research Methods

VII. Use of Results:

PLO4:

PLO5:

PLO6:

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:

Resume Rubric

Criteria	Inadequate	Novice	Good	Excellent
PRESENTATION/ FORMAT	<ul style="list-style-type: none"> <input type="checkbox"/> Typed or computer generated <input type="checkbox"/> Unbalanced margins <input type="checkbox"/> Format detracts from strengths and information <input type="checkbox"/> Fonts distract from readability 	<ul style="list-style-type: none"> <input type="checkbox"/> Typed or computer generated <input type="checkbox"/> Somewhat balanced margins <input type="checkbox"/> Format identifies strengths and information <input type="checkbox"/> No variation in fonts and/or point size 	<ul style="list-style-type: none"> <input type="checkbox"/> Typed or computer generated <input type="checkbox"/> Balanced margins <input type="checkbox"/> Format identifies strengths and information <input type="checkbox"/> Appropriate fonts and point size used 	<ul style="list-style-type: none"> <input type="checkbox"/> Typed or computer generated <input type="checkbox"/> Balanced margins with eye appeal <input type="checkbox"/> Format highlights strengths and information <input type="checkbox"/> Appropriate fonts and point size used with variety
JOB-SPECIFIC INFORMATION	<ul style="list-style-type: none"> <input type="checkbox"/> 5-6 duties/skills lack action phrases <input type="checkbox"/> Information does not clearly demonstrate ability to perform the job 	<ul style="list-style-type: none"> <input type="checkbox"/> 3-4 duties/skills lack action phrases <input type="checkbox"/> Some information demonstrates ability to perform the job 	<ul style="list-style-type: none"> <input type="checkbox"/> 1-2 duties/skills lack action phrases <input type="checkbox"/> Information demonstrates ability to perform the job <input type="checkbox"/> Some professional terminology used when describing skills 	<ul style="list-style-type: none"> <input type="checkbox"/> All action phrases used to describe duties and skills <input type="checkbox"/> Information demonstrates ability to perform the job <input type="checkbox"/> Professional terminology used when describing skills
RESUME CONTENT	<ul style="list-style-type: none"> <input type="checkbox"/> Missing one of the following: heading, objective, experience, or education <input type="checkbox"/> No extra information given to enhance resume 	<ul style="list-style-type: none"> <input type="checkbox"/> Heading, objective, skills, experience, and education covered with little detail <input type="checkbox"/> Minimal extra information given to enhance resume 	<ul style="list-style-type: none"> <input type="checkbox"/> Heading, objective, skills, experience, and education covered in some detail <input type="checkbox"/> Extra information given to enhance resume 	<ul style="list-style-type: none"> <input type="checkbox"/> Heading, objective, skills, experience, and education covered in detail <input type="checkbox"/> Extra information given to enhance resume
SPELLING & GRAMMAR	<ul style="list-style-type: none"> <input type="checkbox"/> 5-6 spelling errors <input type="checkbox"/> 5-6 grammar errors 	<ul style="list-style-type: none"> <input type="checkbox"/> 3-4 spelling errors <input type="checkbox"/> 3-4 grammar errors 	<ul style="list-style-type: none"> <input type="checkbox"/> 1-2 spelling errors <input type="checkbox"/> 1-2 grammar errors 	<ul style="list-style-type: none"> <input type="checkbox"/> No spelling errors <input type="checkbox"/> No grammar errors

Cover Letter Rubric

Criteria	Inadequate	Poor	Good	Excellent
PRESENTATION/ FORMAT	<input type="checkbox"/> Typed/computer generated, faint or smudged <input type="checkbox"/> Business letter format not used <input type="checkbox"/> Inappropriate font and point size	<input type="checkbox"/> Typed/computer generated <input type="checkbox"/> Clean and neat <input type="checkbox"/> Business letter format <input type="checkbox"/> Inappropriate font or point size	<input type="checkbox"/> Typed/computer generated <input type="checkbox"/> Clean and neat <input type="checkbox"/> Business letter format <input type="checkbox"/> Business-like font, 10-12 point size used	<input type="checkbox"/> Typed/computer generated <input type="checkbox"/> Visually appealing <input type="checkbox"/> Business letter format consistently used <input type="checkbox"/> Business-like font, 10-12 point size used
CONTENT/ INTRODUCTION	<input type="checkbox"/> Salutation missing for improper <input type="checkbox"/> Does not state position applying for	<input type="checkbox"/> Includes salutation <input type="checkbox"/> Opening paragraph states position applying for	<input type="checkbox"/> Includes proper salutation <input type="checkbox"/> Opening paragraph establishes a purpose and states position applying	<input type="checkbox"/> Includes proper salutation <input type="checkbox"/> Opening paragraph establishes a purpose and details position applying for
CONTENT/ MAIN BODY	<input type="checkbox"/> Skills do not relate to position <input type="checkbox"/> Does not mention education, or experience, or training	<input type="checkbox"/> Skills relate to position <input type="checkbox"/> Mentions education, experience and training	<input type="checkbox"/> Skills relate to position <input type="checkbox"/> Explains how he/she will be valuable to company <input type="checkbox"/> Mentions education, experience and training	<input type="checkbox"/> Elaborates on skills for position <input type="checkbox"/> Explains how he/she will be valuable to company <input type="checkbox"/> Qualifications highlight education, experience, and training
CONTENT/ CLOSING	<input type="checkbox"/> No statement of appreciation <input type="checkbox"/> Closure does not include request for interview <input type="checkbox"/> No mention of resume or contact details	<input type="checkbox"/> Includes statement of appreciation <input type="checkbox"/> Request for interview with contact details <input type="checkbox"/> No mention of resume	<input type="checkbox"/> Includes statement of appreciation <input type="checkbox"/> Request for interview with contact details <input type="checkbox"/> Mentions resume	<input type="checkbox"/> Includes well-written statement of appreciation <input type="checkbox"/> Request for interview with specific contact details <input type="checkbox"/> Mentions resume
SPELLING & GRAMMAR	<input type="checkbox"/> 5-6 spelling errors <input type="checkbox"/> 5-6 grammar errors	<input type="checkbox"/> 3-4 spelling errors <input type="checkbox"/> 3-4 grammar errors	<input type="checkbox"/> 1-2 spelling errors <input type="checkbox"/> 1-2 grammar errors	<input type="checkbox"/> No spelling errors <input type="checkbox"/> No grammar errors

ORAL COMMUNICATION VALUE RUBRIC

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.

Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

