

**COMMUNICATION & THEATRE**  
**Managerial & Organizational Communication Assessment**  
**2016-2017**

**Learning Outcome:**

MOCM Program Learning Outcome (Media PLO)	Description of Learning Outcome
MOCM PLO #4	Demonstrate an ability to present themselves in a professional manner including resume, interview skills and presentation.

**Outcome Measure(s):** Rubric for COM 421 Communication Internship

**Criteria for Success:** 70% students will score at or above 3.5 out of 5.0

**Aligned with DQP Learning Areas** (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

MOCM PLO 4 *Missing data: Fall 2014, Spring 2015 for All Communication Dept Students*

Summer 2016, Fall 2016, Spring 2017 COM 421 Communication Internship ~ Aggregate Data N=21			
Scale = 5.0 highest, 1.0 lowest			
PLO 4 Category	Score Totals	N = 21 students	Score Averages
ATTITUDE	101		4.8
DEPENDABILITY	98		4.6
QUALITY OF WORK	98		4.6
MATURITY/POISE	101		4.8
JUDGMENT	94		4.5
ABILITY TO LEARN	98		4.6
INITIATIVE	97		4.6
RELATIONS/OTHERS	104		4.9
QUANTITY OF WORK	91		4.3

Average Total for All COM Dept Majors = 4.7

Average Total for MOCM Majors = 4.62

Average Total for Gen COM Majors = 4.8

Average Total for Media Majors = 4.7

**Summer 2013, Fall 2013, Spring 2014 COM 421 Communication Internship ~ Aggregate Data**

Scale = 5.0 highest, 1.0 lowest

<b>PLO 4 Category</b>	<b>Score Totals</b> N = 20 students	<b>Score Averages</b>
ATTITUDE	98	4.9
DEPENDABILITY	100	5
QUALITY OF WORK	99	4.95
MATURITY/POISE	94	4.7
JUDGMENT	92	4.6
ABILITY TO LEARN	98	4.9
INITIATIVE	97	4.85
RELATIONS/OTHERS	95	4.75
QUANTITY OF WORK	92	4.6

**Conclusions Drawn from Data:**

Additionally, many of the courses in the MOCM and Gen COM majors emphasize presentational skills for major projects in most of the core major courses. including both state of the art research components and poster presentation vs. oral presentation public delivery styles, the latter which is could be especially robust for Communication majors, whose verbal communication skills are reinforced throughout the major curriculum. It could be further useful to compare the MOCM and Gen Com curriculum, as the two programs appear to share courses and/or projects as direct evidence. On a side yet related note, combining several of the 9 MOCM PLOs might be worth consideration: for instance, MOCM PLO 1 + PLO 2 address conceptual understanding of communication as a field; PLO 2, PLO 5, + PLO 9 concern socio- cultural engagement, interpersonal skills, collaboration, teamwork. Significant personnel changeovers in the past two years have led to an inconsistency of data or record keeping. But the Department is facing a major Departmental Review and and is considering some significant realignment of majors based in part on the removal of two majors (Theatre, and Broadcast Journalism), and the possibility of combining other majors within the department. These changes will provide an opportune time to regauge assessment measures for future evaluations. The combining of some of the aggregate reporting techniques with MOCM and Gen COM majors reflect that possibility.

**Changes to be Made Based on Data:** Moving forward, it will be useful for the program to ascertain the factors contributing to the students' overwhelming success, as well as areas of potential weakness in "judgement," "quantity of work," and "initiative."

**Rubric Used:** Please see PLO 4 rubric (same as PLO 5 rubric).

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**2016-2017**

**Learning Outcome:**

MOCM PLO 5 Students will demonstrate an understanding and ability to work collaboratively in a group.

**Outcome Measure(s):** Rubric for COM 421 Communication Internship

**Criteria for Success:** 70% students will score at or above 3.0 out of 5.0

**Aligned with DQP Learning Areas** (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

MOCM PLO 5 *Missing data: Fall 2014, Spring 2015 for All Communication Dept Students*

<b>Summer 2016, Fall 2016, Spring 2017 COM 421 Communication Internship ~ Aggregate Data N=21</b>		
Scale = 5.0 highest, 1.0 lowest		
<b>PLO 5 Category</b>	<b>Score Totals</b> N = 21 students	<b>Score Averages</b>
ATTITUDE	101	4.8
DEPENDABILITY	98	4.6
QUALITY OF WORK	98	4.6
MATURITY/POISE	101	4.8
JUDGMENT	94	4.5
ABILITY TO LEARN	98	4.6
INITIATIVE	97	4.6
RELATIONS/OTHERS	104	4.9
QUANTITY OF WORK	91	4.3

Average Total for All COM Dept Majors = 4.7

Average Total for MOCM Majors = 4.62

Average Total for Gen COM Majors = 4.8

Average Total for Media Majors = 4.7

**Summer 2013, Fall 2013, Spring 2014 COM 421 Communication Internship ~ Aggregate Data**

Scale = 5.0 highest, 1.0 lowest

<b>PLO 5 Category</b>	<b>Score Totals</b>	<b>N = 20 students</b>	<b>Score Averages</b>
ATTITUDE	98		4.9
DEPENDABILITY	100		5
QUALITY OF WORK	99		4.95
MATURITY/POISE	94		4.7
JUDGMENT	92		4.6
ABILITY TO LEARN	98		4.9
INITIATIVE	97		4.85
RELATIONS/OTHERS	95		4.75
QUANTITY OF WORK	92		4.6

**Conclusions Drawn from Data:** MOCM major should continue the good work in PLO 5 as COM 421 Internship students excel in demonstrating their understanding and ability to work collaboratively in a group. No changes are planned for the next academic year. On a side note, it could be useful to compare the Gen Comm and MOCM curriculum, as a portion of key assignments are “shared” as direct evidence. Breakdown statistics per departmental major are also available, but all seem extremely close to one another.

**Changes to be Made Based on Data:** Moving forward, it will be useful for the program to ascertain the factors contributing to the students’ overwhelming success, as well as areas of potential weakness in “judgement,” “quantity of work,” and “initiative.”

**Rubric Used:** Please see next page.

**POINT LOMA NAZARENE UNIVERSITY DEPARTMENT OF COMMUNICATION & THEATRE  
SUPERVISOR'S FINAL-SEMESTER EVALUATION OF INTERN**

Student's Name: Faculty

Sponsor: Supervisor's

Name: Location:

INSTRUCTIONS: 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.

**ATTITUDE**

- Outstanding in enthusiasm
- Very interested and industrious
- Average in diligence and interest
- Somewhat indifferent
- Definitely not interested

**DEPENDABILITY**

- Completely dependable
- Above average in dependability
- Usually dependable
- Sometimes neglectful and careless

**QUALITY OF WORK**

- Excellent
- Very Good
- Average
- Below average
- Very poor

**MATURITY/POISE**

- Quite poised and confident
- Has self-assurance
- Average maturity and poised
- Seldom asserts himself/herself
- Timid Brash

**JUDGMENT**

- Exceptionally mature in judgment
- Above average in making decisions
- Usually makes the right decision
- Often uses poor judgment
- Consistently uses bad judgment

**ABILITY TO LEARN**

- Learned work exceptionally well
- Learned work readily
- Average in understanding work
- Rather slow in learning
- Very slow to learn

INITIATIVE

- Proceeds well on his/her own
- Goes ahead independently at times
- Does all assigned work
- Must be pushed frequently

RELATIONS/OTHERS

- Exceptionally well accepted
- Works well with others
- Gets along satisfactorily
- Has difficulty working with others
- Works poorly with others

QUANTITY OF WORK

- Unusually high output
- More than average
- Normal amount
- Below average
- Low out-put, slow

ATTENDANCE             Regular             Irregular

PUNCTUALITY             Regular             Irregular

OVER-ALL PERFORMANCE (Circle One)

Outstanding      Very Good      Average      Marginal      Unsatisfactory

The student's outstanding personal qualities are:

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The personal qualities which the student should strive most to improve are:

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The student's outstanding professional qualities are:

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The professional qualities which the student should strive most to improve are:

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Additional Remarks:

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This report has been discussed with the student: Yes No

Mailing address to return form: Dr. Melissa Newman, melissanewman@pointloma.edu Department of Communication & Theatre Point Loma Nazarene University 3900 Lomaland Drive San Diego, CA 92106.

If Intern is turning in this form please turn in to the Communication and Theatre Department Internship Paperwork Mailbox located in Cabrillo room 206.

**COMMUNICATION & THEATRE**  
**Managerial & Organizational Communication Assessment**  
**2016-2017**

**Learning Outcome:**

MOCM Program Learning Outcome (Media PLO)	Description of Learning Outcome
MOCM PLO #6	Students will analyze and conduct original communication research (quantitative and qualitative) using scholarly journals, databases, and collecting and analyzing empirical data.

**Outcome Measure(s):** Rubric for COM 265 Research Proposal

**Criteria for Success:** 70% of student proposals will be evaluated as “Good” or above

**Aligned with DQP Learning Areas** (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Data:**

MOCM PLO 6 (note: The previous report of this PLO made it difficult to interpret from which course the data was drawn. Recent staffing changes for these courses also reduces the reliability and validity of longitudinal comparisons)

N = 14 Students (Evaluation was on a 6 item rubric using the 9 point scale indicated in the rubric.)

		Unacceptable	Fair	Good	Above Average	Exceptional
Range		<=9	10-21	22-39	40-51	>=52
# of Students in cat		0	2 Both 21	10 Min: 25 Max: 39	2 Min: 40 Max: 44	0

**Conclusions Drawn from Data:** Student projects achieved the success criteria with an overwhelming majority in the “good” range.

**Changes to be Made Based on Data:** Future attention should be paid to the following elements of this outcome:

1. The outcome itself is double-barreled. As the department offers a research methods course at the 200 level and 400 level, teasing out a student’s ability to analyze disciplinary research at the 200 level and conduct it at the 400 level would not be unwieldy. At the very least, conversations had around the relative importance of research analysis or production may illuminate which of those skills ought to be prioritized in an assessment plan.
2. The preponderance of students in the “good” category suggest that future assessments measure this outcome on a few different dimensions in order to diagnose potential growth areas. Some

possible dimensions may include “adherence to formatting expectations”, “incorporation/synthesis of existing scholarship”, and “relevant extension of knowledge”

**Rubric Used:** COM265 RESEARCH PROPOSAL GRADING SHEET

**Grading Scale:**

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

**MECHANICS:**

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form? (<http://owl.english.purdue.edu/owl/resource/560/01/>)

1      2      3      4      5      6      7      8      9

**ABSTRACT:**

Is it an appropriate length? Does it include essential elements? Does reading it entice the reader to read more?

1      2      3      4      5      6      7      8      9

**INTRODUCTION/RATIONALE:**

Does the proposal have a clear purpose? Have you articulated the value of this study? Does your reader know why it matters?

1      2      3      4      5      6      7      8      9

**LITERATURE REVIEW:**

Have your main concepts been defined? Does the reader get a sense of what we know and don’t know about these concepts from existing literature? Does this section end with research questions or hypotheses that are logically born from your literature review?

1      2      3      4      5      6      7      8      9

**METHOD/LIMITATIONS:**

Did you describe the proposed method in enough detail that someone else could complete this study? Are the sample and sampling strategy appropriate and complete? Does the method fit the RQ/hypothesis? Are variables identified and defined? Are instruments summarized in the proposal and included in the appendix (where possible)? What relevant limitations are there for this study?

1      2      3      4      5      6      7      8      9

**OVERALL IMPACT:**

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1      2      3      4      5      6      7      8      9