

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Section One: History of the Program and Consistency with University Mission

Criteria	Indicators	Response (200 word limit)
History of the Program	Describe why and when the program was established. How and why has the program evolved over the years?	<p>The Media Communication (MC) major was started in 1993. It included a few courses in mass media history and production, and was supplemented by other courses in communication and theatre. In 1997, the university hired full-time faculty member (Randall King) to direct both the mass communication and broadcast journalism majors-in both television and radio. An on-campus radio station was created. With increasing student interest and growth, a television studio was built in 1998—funded by a donor-gift, and greatly expanded the facilities and curriculum. In 2002, an additional full-time professor (Dr. Alan Hueth) was hired to direct the media communication major and oversee the studio. In 2004-05, the addition of a student cable TV channel and a growing influx of students interested in film began to appear. A digital film camera was purchased and a short 20-minute film was produced by students and got into several student and professional film festivals and won several awards. This and the cable channel created an increased need for oversight and supervision of the studio complex, and a PT media operations mgr was hired.</p> <p>The broadcast journalism major was started in 2006 and is a joint program between the Department of Literature, Journalism and Modern Languages (LJML) and the Department of Communication & Theatre. In fall 2007, Dr. Clark Greer joined the Communication and Theatre department as the replacement for Dr. Randall King, who left PLNU in 2005 to teach at another institution. Dr. Greer had taught electronic media courses for eight years at Cedarville University in Ohio. The BJ major initially offered only two news production courses: television news production and radio news writing. The number of courses was expanded with enhanced content in 2010.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

<p>Consistency with Mission and Strategic Direction</p>	<p>Describe how the program supports the PLNU mission and strategic direction.</p>	<p>The MC program is strategically designed to prepare students for service and leadership in television, radio, and film. The courses and leadership opportunities in the television and radio stations, combined with a strong faculty-to-student and student-to-student mentoring system helps prepare students for the world of work in these different areas. This is supplemented by coursework and hands-on opportunities to pursue the full truth of the legal, moral, and ethical dimensions of the media—as both producers and consumers of media. Students are challenged to consider the power and responsibility that comes with their profession, and are taught that the media professions are mission fields—like any other professional field, and they must not only be creatively and technically prepared, but also spiritually prepared to work and be a witness of Christ in their job and life</p> <p>The broadcast journalism major challenges students to think differently about their world from the perspective of reporters. In addition, the incorporation of law and ethics demonstrates how news personnel who are believers should demonstrate their faith by conducting themselves in a manner appropriate both to the kingdom of Christ, as well as to their profession. Pursuing truth is, therefore, an essential aspect of their field. Regarding strategic direction, broadcast journalism students come to understand that learning does not end with graduation. Rather, it is an ongoing process that involves professional skills and personal character. Over the past two decades, online communication has significantly altered the process of gathering, processing and disseminating news. With that in mind, the major incorporates a multimedia journalism course and keeps students up-to-date on production methods, including the use of smart phones to report and edit news. Reporting and production teams teach students about accountability to one another, as well as to a news operation.</p>
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Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Section Two: External and Internal Demand for the Program

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)
FTF App Conversion Rate (Completed Apps/Inquiries)	MDCM	30.4%	38.1%	45.6%	26.1%	21.0%	17.8%	What does this collection of data say about the external demand for your Program?
	BJRN	56.5%	52.8%	21.6%	41.7%	22.4%	33.0%	
	Total	35.7%	41.4%	36.9%	29.7%	20.9%	22.2%	
	PLNU*	19.2%	26.4%	24.0%	23.4%	21.4%	20.5%	
FTF Admission Rate (Admits/Completed Apps)	MDCM	85.7%	91.7%	70.7%	52.4%	64.7%	73.9%	The conversion rate for MC students has experienced a steady decline—even as the admission rate has seen a steady uptick. This could be attributed to several factors—one of which is a simple lack of knowledge that the MC program exists. Tour guides mention other majors and programs, but not MC. Also, the first impression to external audiences (the program website)
	BJRN	92.3%	84.2%	77.3%	55.0%	52.6%	61.8%	
	Total	87.8%	89.6%	72.1%	53.2%	61.2%	68.8%	
	PLNU*	83.5%	87.0%	72.4%	68.2%	67.8%	69.1%	
FTF Yield (Enrolled/Admits)	MDCM	50.0%	22.7%	17.2%	18.2%	27.3%	29.4%	
	BJRN	33.3%	37.5%	35.3%	18.2%	30.0%	19.0%	
	Total	44.4%	26.7%	21.3%	18.2%	25.0%	25.5%	
	PLNU*	37.2%	27.5%	29.4%	26.5%	29.2%	31.6%	
Noel-Levitz High School Market Demand Share		Below PLNU Median					0.5%	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

External Demand	<p style="text-align: center;">Above PLNU Median</p> <p style="text-align: right;">14.6%</p>							<p>is okay, but not as attractive and as vivid as comparator schools' website. We desperately-need a more complete and vivid presentation of the program for external audiences.</p> <p>In fall 2013, the conversion rate for broadcast journalism students increased to 33%. This demonstrates that prospective students are still interested in news. The number of students admitted to the major is encouraging, with nearly two-thirds admitted. As with the conversion rate, the admission rate experienced an increase in 2013. According to the State of the Media report (2013), local newsrooms experienced increases in the number of personnel in 2011 and remained little changed in 2012. That is despite decreases in the number of viewers of local TV news in the past five years. National undergraduate enrollment in journalism and mass communications programs rose to more than 180,000 a decade ago, 190,000 five years ago and remained close to 200,000 in the fall of 2012 (197,595), according to the annual report from the Grady School of Journalism and Mass Communication at the University of Georgia.</p>	
	<p>Noel-Levitz PLNU Share of Regional Deg Awd</p>								
	<p>Share of PLNU Undergrad Headcount</p>	MDCM	2.2%	1.7%	1.8%	1.4%	1.4%	1.3%	<p>What does this data say about the internal demand for your program?</p>
		BJRN	0.6%	0.5%	0.5%	0.5%	0.3%	0.4%	
		Total	2.8%	2.2%	2.3%	1.8%	1.8%	1.7%	
	Indicators		2010-11		2011-12		2012-13		<p>The percentage of students in the broadcast journalism major is fairly consistent, which is positive considering the increased numbers of students in other majors at the university.</p>
	<p>Share of PLNU UG Units Taught</p>	MDCM/BJRN	0.9%		0.7%		0.7%		

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Internal Demand

Based on some of PLNU's academic initiatives (e.g. expanding number of traditional undergraduate students, programs for new types of learners, expanding and creating new graduate programs, etc.), what new demands do you expect to be placed on your program?

The steady downtick in the percentage of MC students reflects the downtick in the conversion rate. Although many of the MC major courses require student access to industry-level technology, many courses could (and should) be offered online. This could enhance both the program's internal and external demand.

We expect that technological changes will place more emphasis on multi-media storytelling, which means we will need the resources and expertise to allow students to work with various technologies and be ready for the marketplace. The nature of broadcast journalism requires that students have access to industry-level technology. Some courses could be taught online (law and ethics), but most need to reside on campus where students can access equipment.

Look at the provided resources about fast growing areas of employment in the next decade. Which of these professions could be occupied by students majoring in your program?

Based on data in the occupations spreadsheet, broadcast journalism majors have skills to work as producers and directors, any aspect of public relations, video editors and camera people, writer and authors, some aspects of audio-visual, and radio and TV announcers. They might even work as graphic designers, since TV news students learn to create news graphics. Overall, students in this major must adapt to changes in technology. In response to those changing industry dynamics, courses in the major are variously incorporating such elements as writing for social media, blogging, and TV story production on mobile devices.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Professional Trends
for Graduates

What changes could you make in your program that would better prepare your graduates for these professions?

Based on analysis of comparator schools and programs—some courses in digital animation and an advanced course in scriptwriting would help to broaden and deepen their preparation.

We added multimedia journalism several years ago. Presently, news production courses include online components. Future changes should include additional work in mobile technologies. Students also need to learn both TV news and print news skills (which they do in the program) that enable them to work in any type of news setting. Aspects of those needs have already been implemented in broadcast journalism in that students are required to complete courses in print journalism, television news production and multimedia journalism. This breadth of coursework in storytelling, writing and production provides graduates with the skills necessary to work in a variety of communication environments. This is exemplified in the professional positions of graduates.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Three: Quality of Program Inputs

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)	
Incoming Student Data (First-Time Freshmen)	Average SAT Composite Score	MDCM	1116	sm	sm	sm	sm	What does this data say about the quality of the students entering your program?	
		BJRN	sm	1152	1108	sm	sm		
		Total	1084	1122	1132	1159	1235		1114
		PLNU*	1140	1125	1147	1150	1168		1161
	Average SAT Reading Score	MDCM	558	sm	sm	sm	sm	sm	These numbers indicate scores on standardized tests prior to the student entering PLNU and the broadcast journalism and MC majors. The quality of the student as a future broadcast journalism or MC major becomes more evident when they take a broadcast journalism or MC course. Since the scores are combined broadcast journalism and MC majors, the individual major scores are not available and cannot be analyzed.
		BJRN	sm	598	546	sm	sm	sm	
		Total	550	570	564	573	627	575	
		PLNU*	565	561	573	572	583	582	
	Average SAT Math Score	MDCM	558	sm	sm	sm	sm	sm	The average scores for both majors combined have varied, with some years below PLNU's mean and other years above. The GPA is slightly below the mean, but still strong for students in these two majors.
		BJRN	sm	553	562	sm	sm	sm	
		Total	534	552	568	586	608	539	
		PLNU*	575	564	574	578	585	578	
	Average High School GPA	MDCM	3.54	3.52	3.92	sm	3.85	sm	
		BJRN	sm	3.56	3.56	sm	sm	sm	
		Total	3.55	3.54	3.72	3.67	3.83	3.44	
		PLNU*	3.73	3.70	3.74	3.77	3.81	3.82	
Percent of full-time faculty with a terminal degree					Total Comm & Theatre Dept	100.0%			

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

<p>Summarize the most recent scholarly and creative activities of the faculty in this program. If desired, include information about peer reviewed scholarship.</p>	<p>Since 2011, Alan Hueth has signed a contract with Oxford University Press to publish a textbook on scriptwriting for television, film, and new media, and has led/participated in four presentations at four national conferences. He has served on four national film/TV judging panels for a professional student broadcast organization. And he has been involved in developing, writing, producing, and/or directing 63 television programs for local businesses and film/TV production companies. He consistently includes talented students and PLNU MC alumni as crew-members in these projects.</p> <p>Since 2011, Clark Greer has produced six peer-review publications with Douglas Ferguson at College of Charleston and four peer-reviewed conference papers with Doug, as well as one solo paper. Since 2007, he and Doug have received six first or second place awards for competitive research papers at BEA. In addition, he has served on several invited panels at the Broadcast Education Association (BEA) annual convention. He spent four years as chair of the BEA Festival of Media Arts faculty audio competition. He is presently working on a historical video about the BEA.</p>
<p>Summarize the grants received by the faculty.</p>	<p>Since 2011, Alan Hueth has received a RASP grant for the development and creation of a complementary website for the scriptwriting textbook that he is working on. He has also generated over \$22,000 of grant/donation income from off-campus entities for the production of television/film programming.</p> <p>In 2011, Clark Greer received RASP and PLNU Alumni Association faculty grants to attend a news magazine production workshop.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

<p>Describe how the scholarly and creative activities of the faculty impact the program.</p>	<p>Hueth's traditional scholarly work has been focused primarily on the scholarship of pedagogy and curriculum at national academic conferences, and the applications of this scholarship are vetted at these conferences by MC academics, then applied in his courses.</p> <p>Hueth's creative scholarly work consistently includes the inclusion of students working alongside him in the creative development, conceptualization, and production of the projects. This provides students with valuable experience in working with clients on a variety of projects, and complements and supplements their in-class, laboratory, and course project experiences.</p> <p>For Greer, results of his research serve as current examples of media content and effects. For example, he is using his knowledge of content research and examples of his studies to train students in an electronic media course to conduct content analyses. The professor used RASP and Alumni grants in 2011 to attend a week-long workshop in Maine to learn the process of producing news magazine (e.g., 60 Minutes) stories. That information was immediately incorporated into his long-form news course the next spring and is used each time the course is taught.</p>
<p>What are the faculty in the program doing to learn about and use the best teaching practices in their discipline?</p>	<p>The broadcast journalism professor attended a workshop in the use of Canvas and utilizes many of the program's features. He also consults with colleagues in his department about pedagogical techniques and class exercises. In addition, he has attended sessions at the Broadcast Education Association convention that deal with use of various tools in universities (live video feeds, community service projects, etc.).</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Program Support	Describe the current quality of the holdings/facilities/equipment needed to execute this program.	The existing studio was upgraded in the summer of 2011, and has served the program well. Also, most of the field production equipment purchased over the past five years is holding up okay. However, there are two areas which need attention. This includes the need for updating our post-production (editing) systems, and an ever-present limited studio and meeting places for student and professional projects.
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Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Four: Quality of Program Outcomes

Criteria	Indicators	F07 Coh	F08 Coh	F09 Coh	F10 Coh	F11 Coh	F12 Coh	Comments (200 word limit for each comment)	
Student Data	One-Year Retention	MDCM	90.9%	80.0%	100.0%	66.7%	100.0%	90.0%	What does this student data say about the quality of your program?
		BJRN	sm	sm	sm	sm	sm	sm	
		Total	93.5%	84.6%	96.8%	73.9%	92.3%	92.0%	
		PLNU*	84.8%	86.1%	86.3%	84.9%	85.8%	90.8%	
	Indicators		F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	MC's downward trends in these statistics are a reflection of the decrease in the number of declared majors and/or the diversity of applicants applied and accepted by PLNU admissions department. 2012-13 did see an uptick in the share of PLNU bachelor's degrees awarded—but this is due to the ongoing fluctuation of entering and transfer students from year-to-year.
	Six-Year Graduation Rate	MDCM	73.3%	69.2%	65.0%	75.0%	72.2%	61.5%	
		BJRN	sm	sm	sm	sm	sm	sm	
		Total	75.0%	68.8%	62.8%	78.1%	73.0%	65.6%	
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	74.5%	
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
	Number of Bachelor's Degrees Awarded	MDCM	11	16	15	12	8	13	
		BJRN	1	4.5	0.5	4	3	2.5	
		Total	12	20.5	15.5	15.5	11	15.5	
	Share of PLNU Bachelor's Degrees Awarded	MDCM	1.9%	2.7%	2.8%	2.2%	1.5%	2.3%	
		BJRN	0.2%	0.8%	0.1%	0.7%	0.5%	0.4%	
		Total	2.1%	3.4%	2.9%	2.8%	2.0%	2.8%	
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
	% of enrl UG who are race/ethnically diverse	MDCM	22.4%	20.5%	14.3%	22.6%	30.3%	25.0%	
		BJRN	22.2%	27.3%	28.0%	28.6%	25.0%	42.1%	
		Total	22.4%	22.2%	17.6%	24.1%	29.3%	28.9%	
PLNU*		20.1%	21.8%	24.0%	29.0%	32.3%	34.2%		

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Four: Quality of Program Outcomes (continued)

It is not expected that departments will be able to answer all of the following questions. Answer those that apply.

Describe the significant changes that you have made to this program based on assessment of student learning outcomes data, program reviews, etc.

The student learning outcomes for the MC program have been consistently-high and the target goals have been met every year. When weaknesses have been identified, adjustments have been made. These include: production competency assignments, team-taught/assisted instructional approaches, evening "show and tell" workshops, a broader variety of student production and programming, a capstone career preparation course. The television studio renovation created a much steeper-learning curve for faculty and students to master the new system, and lab instruction has been added.

The most significant changes made to the broadcast journalism program were additions and changes to courses in 2010. Current status cannot be compared to prior years, because the courses before those changes were different in content. Annually, student coursework in the major is assessed externally by news professionals. Their ratings of news stories indicate areas of needed improvement, which are then emphasized in subsequent TV news courses.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

<p>Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your majors participate in these opportunities.</p>	<p>Although students are taking media history, literacy, and theory courses, the MC major is a hands-on program starting the first semester of their freshmen year. All MC majors are required to complete one (1) internship. However, many students do more than one in different film/TV/radio areas. Also, about ten (10) percent of students (the more talented and industrious) participate in practicum projects that involve working with Hueth on a project for an on or off-campus client, or working independently or with other students.</p> <p>All broadcast journalism majors are required to enroll in at least one internship. However, many students participate in more than one, some up to three. Reviews from internship supervisors are consistently positive.</p>
<p>Describe any public scholarship of your undergraduate students (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these activities?</p>	<p>MC majors have been involved in showing their projects at film and television festivals, at academic conferences, online on professional business (client) websites, and on off-campus cable television. About ten (10) percent of students have had festival display, about five (5) percent in academic conferences, and about ten (10) percent in off campus business (client) display. One-hundred (100) percent of students have displayed their work on the on-campus cable channel.</p> <p>Broadcast journalism students are not required to take a research course. The emphasis of the program is practical application. One student entered her class news story in a local news association contest a couple of years ago and won an award.</p>

Curricular Information

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

<p>Describe your undergraduate student success rate for passing licensure or credentialing exams.</p>	<p>Although the MC major does not have licensure or credentialing exams, our students have proven themselves to be quite capable. They have had twenty (20) films or television shows in twenty-six (26) student and professional festivals over the past eight years—with eighteen (18) awards to their credit.</p> <p>Broadcast journalism students are not required to pass licensing exams.</p>
<p>Describe any study abroad opportunities organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this program (Annualize the number)?</p>	<p>The major includes a 4-5 week study abroad trip to London, England, every other summer for the past 10 years. Students study and shoot documentaries while there, along with tours of media facilities in broadcasting, advertising, and other areas. About 28 MC majors (approximately 25% of graduating students over that time period) have participated in this program. MC majors also participate in PLNU's London semester program and take one course in media while there with PLNU faculty. Approximately 10% (of graduating MC students over that time period) have participated in that program.</p> <p>Some broadcast journalism students have taken advantage of the university's study abroad program. In fact, one student is presently studying in Australia. Several students have spent a semester in the CCCU Washington Journalism Center's program.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

<p>What are the distinctives of your program?</p>	<p>For MC major: on and off-campus collaborations with for-profit and non-profit organizations; fund-raising through paid projects or equipment rentals; a digital high-definition (HDTV) television studio with remote-controlled cameras; an on campus, student-operated cable TV channel and studio; diverse program production exp: live news, short films, documentary programs, commercials and PSA's, interview shows, music shows, sports, and other programs; interdisciplinary and cross-disciplinary programs; in-depth theoretical, philosophical, and ethical exploration of media; comprehensive portfolio construction course; the London Summer Media Studies program.</p> <p>As a joint program between two departments, the broadcast journalism major offers students a breadth of knowledge and skills in both print and broadcast journalism. Also, the major capitalizes on the strengths of professors with academic and professional experience in journalism. Students learn from faculty who are more than just theoretical in their approach.</p>
<p>Describe your success with student acceptance into post-baccalaureate education.</p>	<p>MC students typically go from PLNU into their chosen profession. However, there have been several students who have gone on for advanced degrees in media or another area of study.</p> <p>Broadcast journalism students typically go from PLNU into their chosen profession. However, one graduate is presently working on her M.A. at San Diego State. Another graduate from a few years ago received her master's degree from UC Berekly.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Post-Baccalaureate
Information

Describe your success with students acquiring jobs in their discipline.

Graduates are now working in the following places: DreamWorks Animation, Disney Animation, Universal Studios Production (editing), independent film and television production companies, network television stations, corporate media, sports broadcasting, religious media, radio stations, and many graduates have started their own production companies and producing web series, commercials, corporate media, short films, webisodes, reality shows, and other program forms.

If students are willing to move anywhere in the country and have developed quality skills in news, they can find employment in TV stations. It is the type of industry where people have to pay their dues by starting in a small market and working up to larger market stations. Several broadcast journalism students minored in public relations and are now working in that area. The best thing about broadcast journalism is that it provides skills that are useful in various areas of communication.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Describe the findings from any alumni surveys that you have conducted for your program.

There have been no alumni assessments for MC or broadcast journalism. However, OSV recently provided some helpful information for broadcast journalism. Several students are serving in PR, social media, organizational communication and marketing. Some recent grads are working in local TV news, sports production or another aspect of TV production. Another is an assistant producer on ABC's 20/20 news magazine. Another grad is working in TV production with Turning Point Ministries. The ability of grads to get jobs in various areas of communication demonstrates the flexibility of the major to train students for various communication jobs.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Five: Scope, Productivity and Costs of the Program

Criteria	Indicators	F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	Comments (300 word limit for each comment)	
Student Data	Six-Year Graduation Rate	MDCM	73.3%	69.2%	65.0%	75.0%	72.2%	61.5%	When considered collectively what does this student data say about the productivity of your program?
		BJRN	sm	sm	sm	sm	sm	sm	
		Total	75.0%	68.8%	62.8%	78.1%	73.0%	65.6%	
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	74.5%	
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	This data appears to mirror the enrollment trends. As noted in a section above, the broadcast journalism numbers shown here likely represent half of the students (split with LJML). However, the numbers are fairly consistent across the years. The FTF app enrollment numbers are dependent upon several factors, including admission of students with that desired major. Statistics associated with the 6-year graduation rate are non-existent for broadcast journalism, since the program did not start until 2006. Therefore, the total percentages do not correctly reflect averages between BJ and Media Comm.
	Number of Bachelor's Degrees Awarded	MDCM	11	16	15	12	8	13	
		BJRN	1	4.5	0.5	4	3	2.5	
		Total	12	20.5	15.5	15.5	11	15.5	
	Share of PLNU Bachelor's Degrees Awarded	MDCM	1.9%	2.7%	2.8%	2.2%	1.5%	2.3%	
		BJRN	0.2%	0.8%	0.1%	0.7%	0.5%	0.4%	
		Total	2.1%	3.4%	2.9%	2.8%	2.0%	2.8%	
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
	FTF App Enrollment Rate (Enrolled/Completed Apps)	MDCM	42.9%	20.8%	12.2%	9.5%	17.6%	21.7%	
		BJRN	30.8%	31.6%	27.3%	10.0%	15.8%	11.8%	
		Total	39.0%	23.9%	15.4%	9.7%	15.3%	17.5%	
PLNU*		31.1%	23.9%	21.3%	18.1%	19.8%	21.8%		

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Five: Scope, Productivity and Costs of the Program (continued)

Criteria	Indicators	Fall 2010	Fall 2011	Comments (300 word limit for each comment)	
	Student credit units taught (UG fall only)	MDCM/BJRN ----- % of PLNU*	377.0 ----- 1.1%	271.0 ----- 0.8%	When considered collectively, what does the data above say about the productivity and efficiency of your program?
	% of credit units taught by full-time faculty	MDCM/BJRN ----- PLNU*	100.0% ----- 75.5%	100.0% ----- 75.7%	
	Student credit units per faculty FTE	MDCM/BJRN ----- PLNU*	219.2 ----- 197.0	157.6 ----- 198.8	The average class sizes are based on combined MC and broadcast journalism course enrollments. MC has more majors than broadcast journalism. Therefore, the average for MC would be closer to (if not more than) the PLNU average.
	Student/Faculty Ratio (Student FTE/Faculty FTE)	MDCM/BJRN ----- PLNU*	13.70 ----- 12.32	9.85 ----- 12.42	
	Indicators		2010-11	2011-12	
	Student credit units taught (UG & Grad - full year)	MDCM/BJRN	601.0	516.0	It is important to note that 100% of credit units in these majors are taught by PLNU professors, which is much higher than than the institutional average. That the student/faculty ratio is smaller than the institution is a positive. Students in production courses need and are able to receive more individualized attention on projects.
	Cost per Student Credit Unit	MDCM/BJRN	\$447	\$552	
	When considered collectively, what does the data above say about the aspects of your program that need further study?				Dividing data according to major will provide a more accurate representation of each.
	Indicators		2010-11	2011-12	
	Cost and Revenues (From the Delaware Study)	Extra revenue generated (lab fees, activity fees, etc.)	MDCM/BJRN	\$2,250	\$1,510
Extra revenue/student credit unit		MDCM/BJRN	\$4	\$3	The MC and broadcast journalism majors pay lab fees that total \$2,500/year. Also, the MC major has been able to generate over \$22,000 in equipment rentals and fees for off-campus projects during the past 8 years..

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Additional costs (See Glossary)	MDCM/ BJRN	\$71,550	\$71,550	From Maria: These costs are a five year amortization of the expenses related to new equipment, software, servers, etc for the studio plus some ongoing computer related fees. From Program: I assume that the additional amortization costs costs are associated with the HD television studio renovation (and other expenses) and other purchases. Only comment I have on this is that academic media programs are more expensive than most others.
Additional costs/student credit hour	MDCM/ BJRN	\$119	\$139	
Describe efficiency gains and cuts made by this program in the last four years.				No changes have been made to broadcast journalism in the last four years.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Six: Curriculum Analysis

This section asks you to consider your data from last year with a particular focus on your curricular data (the data that was color coded red, yellow and blue). If you need the data resent, please email Maria.

Criteria	Indicators	Current Catalog		Comments (300 word limit for each comment)
	Number of menu and elective units required in the program.	COM FILM	12	
	Number of menu and elective units offered by the program	COM FILM	12	
	Menu/Elective Ratio	COM FILM	1.00	
	Number of menu and elective units above required	FILM	0	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	Number of menu and elective units required in the program.	COM MTMD	9	
	Number of menu and elective units offered by the program	COM MTMD	6	
	Menu/Elective Ratio	COM MTMD	0.67	
	Number of menu and elective units above required	MTMD	-3	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	Number of menu and elective units required in the program.	COM PERF	17	
	Number of menu and elective units offered by the program	COM PERF	7	
	Menu/Elective Ratio	COM PERF	0.41	
	Number of menu and elective units above required	PERF	-10	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	Number of menu and elective units required in the program.	COM PROD	17	
	Number of menu and elective units offered by the program	COM PROD	7	
	Menu/Elective Ratio	COM PROD	0.41	
	Number of menu and elective units above required	PROD	-10	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Middle Third (33%-66%) of Majors for m & e units above required		PLNU	0 to 5
Number of menu and elective units required in the program.		COM BJRN	3
Number of menu and elective units offered by the program		COM BJRN	6
Menu/Elective Ratio		COM BJRN	2.00
Number of menu and elective units above required		BJRN	3
Middle Third (33%-66%) of Majors for m & e units above required		PLNU	0 to 5

Curriculum Breadth	<p>The only way that one can reduce curriculum is to cut or combine courses...not a wise idea with our program--if we want to stay competitive. The ups and downs mirror the total declared majors issue.</p>
	<p>How can you adjust your curriculum to reduce the size of your menus of courses?</p> <p>Not really for broadcast journalism, unless the university wants to return to the way the major was structured before 2010 with one TV news and one radio news production course. Our department only teaches three of the required broadcast journalism courses. The other required course and all the elective courses are taught in LJML.</p>
	<p>Are there other ways that you can contract the course offerings in your program to reduce the number of low enrollment courses?</p> <p>Eliminate advanced audio production. Over the past few years, some students have indicated an interest in radio. However, students are generally more interested in TV news production than radio. The primary goal of advanced audio is to teach students skills in developing radio station talk shows. The small number does not warrant retention of the one-hour course.</p>
<p>What GE courses does your department teach? Are there changes that you could make that would make your part of the GE more efficient and effective (e.g. reducing the number of low-enrollment sections, resequencing of classes, reallocation of units)?</p>	<p>COM100, which typically has good enrollment numbers.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

					<p>What service courses (non-GE courses that primarily support a program in another department) does your department teach? Are there changes that you could make that would make your service courses more efficient and effective?</p>	<p>Outside of the Department of Communication and Theatre, the MC major is involved in several other academic programs. These include six (7) courses being offered in four (4) different departments/schools outside of the major:</p> <p>COM 243 and COM 300 in the interdisciplinary minor in cinema studies (shared with Department of Literature, Journalism, and Modern Languages, and History departments);</p> <p>COM 243, 275, 442, and 443 in an interdisciplinary major in Video Performance and Interactive Media (shared with the Art Department); and</p> <p>COM 175, 195, and 243 in the School of Education's Cross-Disciplinary Study Major- concentration in Media Communication.</p> <p>These courses are critical components of each of these academic programs.</p> <p>COM150 is required of journalism majors (LJML).</p>
Indicators		2010-11	2011-12	2012-13	Comments (300 word limit for each comment)	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Unfunded Load	MDCM/ BJRN	2	2	2	<p>MC receives one (2) two-unit load for one (1) one-unit class: COM 425 Advanced TV Workshop. This particular course is an elective course and is usually heavily populated. The workload on faculty is equal to a 3-unit course, but faculty have decided that the value outweighs the cost – at least to the faculty member. It might be possible to add an additional lab fee to this course, but that might negatively-affect enrollment. Starting fall 2014, the broadcast journalism professor will receive one workload credit each semester for advising the campus radio station.</p>
	<p>Unfunded Workload Units</p>				
	<p>What curricular changes can your department make to reduce the amount of unfunded load? (e.g. reducing the number of labs/studios/lessons, increasing lab or activity fees to cover the unfunded load, etc.)</p>				<p>Both the media communication and broadcast journalism professor are responsible for student media (TV and radio respectively). Supervising these entities is a necessary component in the existence of campus media, which requires work above that of teaching the associated courses.</p>
<p>What faculty loading changes can your department make to reduce the amount of unfunded load in your program?</p>				<p>Difficult to determine for these two majors, since student media advising is part of the professor's responsibilities.</p>	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

Seven: Impact and Opportunities

Criteria	Indicators	Response (200 word limit)
Impact	How is this program essential to PLNU?	<p>The media shape culture and society. If the Church wants to be salt and light in the world, and have a positive impact on culture and society, it must provide students with the knowledge and skills to work in these industries AND be vigilant and media literate consumers of media...and make a difference. The MC major does just that.</p> <p>The broadcast journalism program is essential to PLNU for at least four reasons: 1) It prepares students to engage their culture through emerging media. 2) It trains students in skills that enable them to be of service to the university (news production). 3) The program gives students communication skills that expand the university's presence both locally and abroad. 4) Through student internships, the major provides an excellent public relations outreach to local media, so they understand what PLNU is all about. This relationship was the basis for channel 10 donating a portion of their old news set to the university.</p>
	How is this program related to the success of other programs at PLNU?	<p>The MC major is a part of several interdisciplinary programs on campus. These programs would not exist w/o the MC major.</p> <p>Broadcast journalism provides a different form of electronic media, training students to develop narratives in a variety of formats.</p>
	What are the benefits to PLNU of keeping this program as it is?	<p>When compared to the other comparator schools, PLNU's MC major's relatively low faculty numbers and enrollment figures reveal that it is less expensive and more efficient than the comparator schools. And it is known as one of best (if not THE BEST) TV/film production program in San Diego.</p> <p>The current broadcast journalism curriculum was put into place in 2010. It presents an in-depth design of courses in TV news, plus the addition of multimedia journalism. Our program is also unique to comparator institutions, most of which have no broadcast journalism major or concentration. Compared with most of the related CCCU institutions, our broadcast journalism major is ahead when it comes to multimedia journalism and the incorporation of emerging media in the major's courses.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

	<p>What would the benefits be of merging this program with another program either in your department or in another department? With which other program would you partner?</p>	<p>The MC program's curriculum is already intra- and interdisciplinary.</p> <p>The broadcast journalism major is already split between the Departments of Communication & Theatre and Literature, Journalism & Modern Languages. The program shares faculty and resources. The two broadcast journalism professors are both teaching other courses in their respective departments, as well as courses in the inter-disciplinary public relations minor.</p>
	<p>Could this program make use of some courses from another program to create an interdisciplinary major?</p>	<p>Broadcast journalism is already interdisciplinary.</p>
<p>Opportunity</p>	<p>Aside from additional staff, what would it take to make this program grow and become outstanding?</p>	<p>Better advertising/marketing. Expanded curriculum through hiring PT adjuncts in strategic areas (eg. digital animation)</p> <p>One way to help the growth of broadcast journalism is to include the TV studio in admissions tours of prospective students. In general, tour guides should talk up the program. The studio's HD technology and robotic cameras is an impressive statement of the institution's commitment to the future of communication. Another way to help growth is to enable the broadcast journalism professors to visit local high schools and recruit students into the major. Multiple requests to do that have not been accepted by the admissions department.</p>
	<p>What have you learned about changing trends in your discipline from looking at similar programs at our comparators?</p>	<p style="text-align: center;">PLNU Comparator List</p> <p>Trends tend to be technology-driven. We're keeping up okay, at this point. However, story is still king and always will be. Those schools who believe this do have more scriptwriting courses than we do. We should probably add an advanced scriptwriting course and, perhaps, a complementary digital animation course that will enhance our production and film concentrations.</p> <p>The biggest issue facing institutions is the transition to digital technology.</p>
	<p>Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?</p>	<p>We are behind—in terms of distance learning and hybrid-learning courses. We need to move towards making our program more accessible.</p> <p>Broadcast journalism is implementing a digital approach throughout its curriculum. A primary example is the current implementation of a website that integrates all aspects of student media and that contains work produced in print, broadcast and new media courses. Another tool being used as part of the student TV newscasts is live feeds. Students attach an HD field camera to a laptop computer, connect to a streaming service via Wifi hotspot, and broadcast live news stories from anywhere in the county. The website and live feeds enables students to learn news operations that are the same as work they will do as professionals.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Media Communication/Broadcast Journalism

<p>Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?</p>	<p>Our studio renovation is helping us keep pace with the technological changes in the television industry. The film industries are moving to ultra-high-definition cameras and editing systems. We will need to begin to move in that direction within the next 2-3 years. Prices have begun to drop precipitously, and we are waiting for more cost decreases and more mature systems.</p> <p>Broadcast journalism is attempting to match the news industry's continuing transition to emerging media. One recent example is a TV news production course that featured an assignment in which students used their smart phones to shoot and edit a complete story package. We stay on top of industry trends and implement new storytelling methods into our courses.</p>
<p>What additional cost savings could you recommend for your unit? What could you give up to help the university trim costs?</p>	<p>Given the relatively lean faculty (faculty to student ratio) and support systems—PLNU's MC major costs substantially less to the institution than most comparator schools spend for similar programs.</p> <p>The only course that we might be able to trim from broadcast journalism is long-form news. However, eliminating the course would prevent students from learning how to produce NPR-style radio stories and inhibit their exposure to researching and developing TV news magazine stories. It would reduce the breadth and depth of training for future TV journalists.</p>

Academic Prioritization Curricular Metrics Glossary

Additional Costs

Equipment (not funded by grants), specialized accreditation, etc. that come from the general university budget.

[Back to Table](#)

Additional Costs per Student Credit Unit

Total additional costs divided by total student credit units.

[Back to Table](#)

See Also: [Student Credit Units Taught](#)

Admission Rate

The percentage of first-time freshman completed applications who were admitted to PLNU.

[Back to Table](#)

See Also: [Applicants](#)

[First-Time Freshman](#)

Applicants (Completed)

A student who has applied to PLNU and has submitted the required materials to be considered for admission.

[Back to Table](#)

See Also: [Applicant Conversion Rate](#)

[Admission Rate](#)

Applicants (Incomplete)

A student who has applied to PLNU but has not submitted all required materials to be considered for admission.

[Back to Table](#)

Applicant Conversion Rate

The percentage of first-time freshman inquiries who completed an application to PLNU.

[Back to Table](#)

See Also: [Applicants](#)

[First-Time Freshman](#)

[Inquiries](#)

Applicant Enrollment Rate

The percentage of first-time freshman completed applications who ultimately matriculated (enrolled).

[Back to Table](#)

See Also: [Applicants](#)

[First-Time Freshman](#)

[Matriculation](#)

Credit Units Taught by Full-Time Faculty (Delaware Study)

The percentage of credit units that were taught by full-time (tenured or tenure/track) faculty as reported for the Delaware Study.

[Back to Table](#)

See Also: [Student Credit Units Taught](#)

Cohort

A group of students matriculating into PLNU at the same time.

[Back to Table](#)

See Also: [First-Time Freshman](#)

[Graduation Rate](#)

[Matriculation](#)

[Retention](#)

Cost per Student Credit Unit (Delaware Study)

Total direct instructional expenditures divided by student credit units as reported for the Delaware Study.

[Back to Table](#)

See Also: [Direct Instructional Expenditures](#)

[Student Credit Units Taught](#)

Degrees Awarded (Bachelor's/Master's)

The number of degrees awarded. Double degrees (e.g. BA & BS) are counted twice. Double majors with the same degree (BS & BS) are counted as one degree awarded, but accounted for in the same fashion as multiple majors in enrollment data. Full year time frame using Summer as a 'leading' term (i.e. 2012-13 = Summer 2012, Fall 2012, and Spring 2013).

[Back to Table](#)

See Also: [Double Majors](#)

Delaware Benchmark

Program level benchmark value from the Delaware Study representing the 75th percentile of participating institutions that have a carnegie classification of "comprehensive."

[Back to Table](#)

Destination Major

Last known major(s) for a student. Either the major(s) a student graduated with or the major(s) as of the last term enrolled.

[Back to Table](#)

See Also: [Graduation Rate](#)

[Retention](#)

Direct Instructional Expenditures (Delaware Study)

This is the cost per student credit hour (SCH) as calculated using the Delaware methodology. This value is calculated by adding all salary, benefit and expense costs for the program and dividing by the number of credit hours generated. This does leave out some specialized expenses such as large equipment purchases.

[Back to Table](#)

Diverse Enrollment (% of enrolled students who are racially/ethnically diverse)

The percentage of students who are either all or part of one of a non-white race/ethnic category (Hispanic/Latino, African American, Native American, Asian American, Hawaiian/Pacific Islander).

[Back to Table](#)

Double Majors

Double majors are counted once in each major, but unduplicated when aggregated up to the department or university level.

See Also: [Degrees Awarded](#)

[Share of PLNU Enrollment](#)

Extra Revenue Generated

This is revenue generated by lab fees, course fees, etc.

[Back to Table](#)

Extra Revenue Generated per Student Credit Unit

The amount of extra revenue generated divided by the total student credit units.

[Back to Table](#)

See Also: [Extra Revenue Generated](#)

[Student Credit Units Taught](#)

Faculty FTE (Full-Time Equivalent)

Calculated by dividing workload units by 12.

[Back to Table](#)

See Also: [Student Credit Units per Faculty FTE](#)

[Student/Faculty Ratio](#)

First-Time Freshman

A student who is attending PLNU as a new student at the undergraduate level who has no prior college work earned after graduating from high school.

[Back to Table](#)

See Also: [Applicant Conversion Rate](#)

[Graduation Rate](#)

[Retention](#)

[Admission Rate](#)

[Yield](#)

Graduation Rate (Six-Year)

The percentage of an entering first-time freshman cohort who graduated within six years. Uses Summer as a 'trailing' term (e.g. A student who entered in Fall 2007 who graduated by the end of Summer 2013). Accounts for double majors. Accounts for major migration using destination major.

[Back to Table](#)

See Also: [Cohort](#)

[Destination Major](#)

[First-Time Freshman](#)

[Matriculation](#)

High School GPA

Average HS GPA as reported on final official HS transcripts. Weighted for 5-point scale. Range 0 to 4.80

[Back to Table](#)

Inquiries

An individual who has expressed an interest in attending PLNU through some form of contact with the university.

[Back to Table](#)

See Also: [Applicant Conversion Rate](#)

[First-Time Freshman](#)

Matriculation

An individual who has expressed an interest in attending PLNU through some form of contact with the university.

[Back to Table](#)

See Also: [Cohort](#)

[First-Time Freshman](#)

Menu and elective units **offered by the program**

This counts menu and elective units NOT required in another program or taught by another department.

[Back to Table](#)

See Also: [Menu and elective units ratio](#)

[Menu and elective units required in the program](#)

Menu and Elective Units Ratio

This is this is the ratio of required menu and elective units to the number of menu and elective units offered by the

[Back to Table](#)

See Also: [Menu and elective units offered in the program](#)

[Menu and elective units required in the program](#)

Menu and elective units **required in the program.**

This counts the number of units of menu classes that a student must take (for example choosing two classes from a list of three four unit classes, would yield 8 units of menu (2x4) and it counts the number of elective units that a program requires. These counts are based on information in the 2013-14 catalog descriptions of the major. See additional worksheet for the details of the computations.

[Back to Table](#)

See Also: [Menu and elective units offered in the program](#)

[Menu and elective units ratio](#)

Noel-Levitz PLNU Share of Regional Degrees Awarded

This is based on total bachelor's degrees awarded between 2003-04 and 2010-11 from institutions within a 150-mile radius of San Diego. The metric is PLNU's share of those degrees awarded within each discipline (i.e. the share of PLNU's Biology degrees awarded out of all Biology degrees awarded in the region).

[Back to Table](#)

Noel-Levitz High School Demand Data

This is based on data from college-bound high school students who complete NRCCUA's MyCollegeOptions Post-Secondary Planning Survey. The metric is each program's share of all respondents from PLNU's primary market states (CA, AZ, CO, OR, WA).

[Back to Table](#)

PLNU Totals

For the purpose of academic prioritization, all PLNU totals exclude undeclared students and non-departmental credit units (e.g. study abroad, honors, FYE)

[Back to Table](#)

PLNU Totals (Delaware Study)

Calculated from summing the individual program spreadsheets submitted for the Delaware Study.

[Back to Table](#)

Retention (One-Year)

The percentage of an entering first-time freshman cohort who returned for the Fall term one-year after matriculation. Accounts for double majors. Accounts for major migration using destination major.

[Back to Table](#)

See Also: [Cohort](#)

[Destination Major](#)

[First-Time Freshman](#)

[Matriculation](#)

SAT Composite Score

The sum of the highest reading and highest math SAT scores. Ranges from 400 to 1600

[Back to Table](#)

SAT Math Score

The highest score from the math portion of the SAT. Ranges from 200 to 800

[Back to Table](#)

SAT Reading Score

The highest score from the reading portion of the SAT. Ranges from 200 to 800

[Back to Table](#)

Share of PLNU Degrees Awarded (Bachelor's/Master's)

The program percentage of total PLNU degrees awarded. Accounts for double majors.

[Back to Table](#)

See Also: [Double Majors](#)

Share of PLNU Enrollment (Undergraduate/Graduate)

The program percentage of total PLNU enrollment (excluding undeclared). Accounts for double majors.

[Back to Table](#)

See Also: [Double Majors](#)

Share of PLNU Units Taught (Undergraduate/Graduate)

The program percentage of total PLNU (excluding non-dept classes) undergraduate student units taught as of census.

[Back to Table](#)

Student Credit Units per Faculty FTE (Delaware Study)

The number of student credit units generated per faculty full-time equivalent as reported for the Delaware Study.

[Back to Table](#)

See Also: [Faculty FTE](#)

[Student Credit Units Taught](#)

Student Credit Units Taught - Fall Term Only (Delaware Study)

The number of Fall term student credit units taught as reported for the Delaware Study.

[Back to Table](#)

See Also: [Credit Units Taught by Full-Time Faculty](#)

[Student Credit Units per Faculty FTE](#)

[Student FTE](#)

Student Credit Units Taught - Full Year (Delaware Study)

The number of student credit units taught for the full academic year (Fall & Spring) as reported for the Delaware Study.

[Back to Table](#)

See Also: [Additional Costs per Student Credit Unit](#)

[Cost per Student Credit Unit](#)

[Extra Revenue Generated per Student Credit Unit](#)

Student FTE (Full-Time Equivalent)

The sum of student credit units divided by 16 for undergraduates and divided by 12 for graduate students.

See Also: [Student Credit Units Taught](#)

[Student/Faculty Ratio](#)

Student/Faculty Ratio (Delaware Study)

Student full-time equivalent divided by faculty full-time equivalent as reported for the Delaware Study.

[Back to Table](#)

See Also: [Faculty FTE](#)

[Student FTE](#)

Unfilled Course Capacity

The average number of available seats in all 200 or higher courses in the program. This assumes that "full" is defined as 28 students so some courses are overfull. If the number in this category is 0, then the courses in the program are consistently full. If the number in this category is positive then students could be added to this program without needing to create additional sections of courses.

[Back to Table](#)

Unfunded Workload Units

Unfunded load is faculty load that is not covered by an equivalent number of student units. For example a course for which the faculty member is paid 4 units but the students only are given 3 units of credit.

[Back to Table](#)

Yield

The percentage of first-time freshman admits who enrolled.

[Back to Table](#)

See Also: [First-Time Freshman](#)

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

Section One: History of the Program and Consistency with University Mission

Criteria	Indicators	Response (200 word limit)
History of the Program	Describe why and when the program was established. How and why has the program evolved over the years?	<p>Prior to the 1995-96 AY, Business Communication was a joint major administered by the Business Department and Communication Studies. As a result of re-organization, the Business Department expressed a desire to withdraw from this joint program in preparation for their application to the ASCCB for accreditation. The Department Of Communication Studies in consultation with Dean David Strawn, agreed to assume ownership and oversight of the Business Communication major. G.L. Forward (PhD., The Ohio State University) was hired in AY95-96 specifically to assume this responsibility.</p> <p>When Forward took over the program in 1995 there were approximately 32 Business Communication majors. Growth was rapid and sustained and MOCM has been the largest component of the department for more than a dozen years.</p>
Consistency with Mission and Strategic Direction	Describe how the program supports the PLNU mission and strategic direction.	<p>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.</p> <p style="text-align: right;">*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.</p> <p>*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.</p> <p>*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.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

Section Two: External and Internal Demand for the Program

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)	
External Demand	FTF App Conversion Rate (Completed Apps/Inquiries)	COM	23.7%	23.5%	31.1%	32.8%	39.3%	26.5%	What does this collection of data say about the external demand for your Program? This indicates that there is external demand and COM/MOCM far exceeds the PLNU average in FTF App Conversion Rate. Employers rank communication skills as the top desired skilled they want college graduates to have (Hart Research, 2013).
		MOCM	58.8%	58.3%	35.6%	30.8%	30.4%	51.9%	
		Total	26.1%	28.8%	32.0%	32.6%	38.3%	29.6%	
		PLNU*	19.2%	26.4%	24.0%	23.4%	21.4%	20.5%	
	FTF Admission Rate (Admits/Completed Apps)	COM	67.3%	75.0%	58.0%	58.7%	69.1%	64.0%	
		MOCM	80.0%	78.6%	81.3%	62.5%	57.1%	92.9%	
		Total	69.2%	76.1%	63.6%	59.2%	68.0%	70.3%	
		PLNU*	83.5%	87.0%	72.4%	68.2%	67.8%	69.1%	
	FTF Yield (Enrolled/Admits)	COM	18.9%	25.0%	31.0%	16.2%	25.5%	15.6%	
		MOCM	100.0%	36.4%	76.9%	60.0%	sm	84.6%	
Total		33.3%	28.6%	45.2%	21.4%	29.4%	35.6%		
PLNU*		37.2%	27.5%	29.4%	26.5%	29.2%	31.6%		
Noel-Levitz High School Market Demand Share	Below PLNU Median						0.8%		
Noel-Levitz PLNU Share of Regional Deg Awd	Above PLNU Median						1.5%		
Internal Demand	Share of PLNU Undergrad Headcount	COM	1.6%	1.7%	1.6%	1.5%	1.9%	1.4%	What does this data say about the internal demand for your program? We are meeting a need / demand for communication related courses in the student body.
		MOCM	3.7%	4.2%	3.8%	3.6%	2.8%	2.9%	
		Total	5.4%	5.9%	5.4%	5.1%	4.7%	4.3%	
	Indicators	2010-11		2011-12		2012-13			
Share of PLNU UG Units Taught	COM/ MOCM	4.3%		4.4%		4.5%			
Based on some of PLNU's academic initiatives (e.g. expanding number of traditional undergraduate students, programs for new types of learners, expanding and creating new graduate programs, etc.), what new demands do you expect to be placed on your program?								We need to offer some online courses and contribute to	
Professional Trends for Graduates	Look at the provided resources about fast growing areas of employment in the next decade. Which of these professions could be occupied by students majoring in your program?							Public Relations, Health Communication	
	What changes could you make in your program that would better prepare your graduates for these professions?							Additional courses in Health Communication	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

Three: Quality of Program Inputs

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)	
Incoming Student Data (First-Time Freshmen)	Average SAT Composite Score	COM	1074	1050	1135	1076	1091	1108	What does this data say about the quality of the students entering your program? On average, our students are slightly below the PLNU norm. However, our major is not quantitatively based which is where scores for students are lower, thus suggesting they have made an appropriate major choice.
		MOCM	1043	sm	1136	sm	sm	1108	
		Total	1055	1067	1135	1081	1111	1108	
		PLNU*	1140	1125	1147	1150	1168	1161	
	Average SAT Reading Score	COM	524	535	580	540	571	568	
		MOCM	520	sm	587	sm	sm	572	
		Total	522	535	583	541	571	571	
		PLNU*	565	561	573	572	583	582	
	Average SAT Math Score	COM	550	515	555	536	520	540	
		MOCM	523	sm	549	sm	sm	536	
		Total	533	532	552	540	540	537	
		PLNU*	575	564	574	578	585	578	
	Average High School GPA	COM	3.61	3.68	3.43	3.74	3.58	3.74	
		MOCM	3.69	sm	3.64	sm	sm	3.69	
		Total	3.65	3.74	3.54	3.70	3.60	3.70	
		PLNU*	3.73	3.70	3.74	3.77	3.81	3.82	
Faculty	Percent of full-time faculty with a terminal degree			Total Comm & Theatre Dept			100.0%	See Faculty Vitas G.L. Forward & Kathleen Czech http://www.pointloma.edu/experience/academics/schools-departments/department-communication-theatre/faculty/gl-forward http://www.pointloma.edu/experience/academics/schools-departments/department-communication-theatre/faculty/kathleen-c-czech	
	Summarize the most recent scholarly and creative activities of the faculty in this program. If desired, include information about peer reviewed scholarship.							See Vitas as indicated above	
	Summarize the grants received by the faculty.							Dr. Forward, Czech, and Rutledge have all received numerous grants. See Vitas	
	Describe how the scholarly and creative activities of the faculty impact the program.							Additionally, the vitality of this aspect of the MOCM major is predicated on the fact that G.L. Forward, Kathleen Czech, and Clark Greer (public relations), are all prolific in conducting and publishing original research in peer reviewed journals.	
	What are the faculty in the program doing to learn about and use the best teaching practices in their discipline?								

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

Program Support	Describe the current quality of the holdings/facilities/equipment needed to execute this program.	<p>Our department home, Cabrillo Hall, while historic, is profoundly inadequate for our department. Various components of communication and theater are located in Cabrillo, Solomon, C. Annex (trailer behind reprographics), and Ryan Learning Center. The problem is exacerbated by the fact that we do NOT have full possession of our own building. Our facility needs for COM/MOCM could be at least partially addressed by moving ART from the basement and putting a computer lab classroom and office for adjuncts in that space.</p> <p>Secondly C101 or 104 should be converted into a lounge / meeting room for students and faculty. This kind of “bull pen” facilitates esprit, encourages informal interaction, and serves as a focal point for department communication. Cameras for video taping speeches would also facilitate necessary</p>
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Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

Four: Quality of Program Outcomes

Criteria	Indicators	F07 Coh	F08 Coh	F09 Coh	F10 Coh	F11 Coh	F12 Coh	Comments (200 word limit for each comment)		
Student Data	One-Year Retention	COM	sm	66.7%	71.4%	62.5%	sm	sm	What does this student data say about the quality of your program? COM/MOCM awards a greater % of degrees than undergraduate headcount indicating that many students migrate to MOCM after enrolling and switching majors. In addition several COM majors often switch to MOCM.	
		MOCM		92.3%	100.0%	82.4%	88.9%	92.9%		92.3%
		Total		94.1%	93.3%	79.2%	80.8%	94.4%		82.4%
		PLNU*		84.8%	86.1%	86.3%	84.9%	85.8%		90.8%
	Indicators		F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh		
	Six-Year Graduation Rate	COM	50.0%	50.0%	85.7%	87.5%	42.9%	40.0%		
		MOCM	83.3%	84.2%	82.6%	85.7%	92.3%	65.0%		
		Total	71.1%	74.1%	83.3%	86.2%	81.8%	60.0%		
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	74.5%		
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13		
	Number of Bachelor's Degrees Awarded	COM	6	9	8	7	9	7		
		MOCM	35	27	32	21	37	27		
		Total	41	36	40	28	46	34		
	Share of PLNU Bachelor's Degrees Awarded	COM	1.1%	1.5%	1.5%	1.3%	1.6%	1.2%		
		MOCM	6.2%	4.5%	6.1%	3.8%	6.7%	4.8%		
		Total	7.3%	6.0%	7.6%	5.1%	8.4%	6.0%		
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013		
	% of enr UG who are race/ethnically diverse	COM	10.8%	17.9%	21.6%	24.2%	36.4%	32.4%		
		MOCM	15.5%	17.0%	17.2%	19.5%	21.5%	21.4%		
		Total	14.0%	17.3%	18.5%	20.9%	27.5%	25.0%		
PLNU*		20.1%	21.8%	24.0%	29.0%	32.3%	34.2%			

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

Four: Quality of Program Outcomes (continued)

It is not expected that departments will be able to answer all of the following questions. Answer those that apply.		
Curricular Information	<p>Describe the significant changes that you have made to this program based on assessment of student learning outcomes data, program reviews, etc.</p>	<p>The COM/MOCM program has evolved and adapted over the last 18 years. 1. Name: The name of the major was changed from Business Communication to Managerial and Organizational Communication (MOCM). Since students still take several required and elective course in the School of Business, this title seemed to capture the bi-modal focus of our courses and program.</p> <p>2. New Courses: Several new courses have been added to the curriculum since the Department of Communication & Theatre has assumed oversight. These new courses include COM190 Interpersonal COM, COM265 Intro to Empirical Research in COM, COM340 Organizational COM, COM345 Management COM, COM365* Intercultural COM, COM450 Training & Development Public Relations Minor: According to Pathways to Careers in Communication, many organizational communication positions are enhanced with other specific areas of communication study. Many students elect to take Marketing, Selling, or Real Estate in the School of Business or Training & Development and PR in the Department of Communication and Theatre. The general COM major has adjusted as needed with the growth of MOCM as the two majors utilize the same</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

<p>Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your majors participate in these opportunities.</p>	<p>A successful internship experience is a requirement for every MOCM major. Additionally, MOCM course work often includes involvement in actual organizations. COM220 Small Group COM requires the class to organize, create, and manage an actual event. COM340 Organizational COM requires students to form groups of 3 and conduct and analyze qualitative interviews, COM390 Intro to PR requires students to create and "pitch" a PR campaign. COM450 Training & Development teaches students to create a half-day training. COM465 Theories and Research requires students to design a study and gather original research.</p>
<p>Describe any public scholarship of your undergraduate students (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these activities?</p>	<p>MOCM has 5 Peer Review Publications and Over 30 Conference papers. COM has had several conference papers.</p>
<p>Describe your undergraduate student success rate for passing licensure or credentialing exams.</p>	<p>N/A</p>
<p>Describe any study abroad opportunities organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this program (Annualize the number)?</p>	<p>We have several London Programs which COM/MOCM both participate in.</p>
<p>What are the distinctives of your program?</p>	<p>Professor commitment to original research and scholarly development in the discipline.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

	<p>Describe your success with student acceptance into post-baccalaureate education.</p>	<p>PhD, Theology, University of Durham (UK) MA, Education Counseling, PLNU MS, HR Management, New York University JD, Law, University of Denver MA, Leadership & Organizational Studies, Azusa Pacific University MA, Organizational Leadership, Azusa Pacific University PhD, Organizational Communication, Kansas State PhD, Communication & Media, University of Texas PhD Communication, University of Texas MA, Leadership, Azusa Pacific University MA, Guidance Counseling, PLNU MA, Communication & Leadership, Gonzaga University JD, Communication Law, PLNC MA, Organizational Leadership, Azusa Pacific MS, Counseling, Cal State East Bay MBA, MBA IT Management, Western Governors University MA, Speech-Language Pathology, University of Colorado at Boulder MA, Communication, SDSU-several</p>
<p>Post-Baccalaureate Information</p>	<p>Describe your success with students acquiring jobs in their discipline.</p>	<p>"Where are they now? Over 150 jobs listed at http://www.pointloma.edu/experience/academics/schools-departments/department-communication-theatre/programs/managerial-and-organizational-communication-m</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

Describe the findings from any alumni surveys that you have conducted for your program.

Alumni answered questions on a scale of one (not at all) to five (very well)

(1) How well has your MOCM major enhanced each of the following skills?

Speak effectively, Mean = 4.3

Persist at difficult tasks, Mean = 4.2

Lead/influence others, Mean = 4.3

Think creatively, Mean = 4.0

Make ethical decisions, Mean = 4.1

Collect & analyze data, Mean = 4.2

Plan & execute projects, Mean = 4.5

Note. In each category the mode equals 5.0.

(2) To what extent did the following experiences at PLNU contribute to your life since graduation?

Internships, Mean 3.8 (Mode=5)

Study abroad, Mean 4.1 (Mode=5)

Career Services, Mean 2.5 (Mode=3)

(3) How well has your MOCM major prepared you for your current occupation? Mean = 4.3 (Mode=5)

(4) How well has your MOCM major contributed to your personal growth and development? Mean = 4.3 (Mode=5)

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

Five: Scope, Productivity and Costs of the Program

Criteria	Indicators	F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	Comments (300 word limit for each comment)		
Student Data	Six-Year Graduation Rate	COM	50.0%	50.0%	85.7%	87.5%	42.9%	40.0%	When considered collectively what does this student data say about the productivity of your program? COM/MOCM is significantly more efficient, productive, and effective than the PLNU norm.	
		MOCM	83.3%	84.2%	82.6%	85.7%	92.3%	65.0%		
		Total	71.1%	74.1%	83.3%	86.2%	81.8%	60.0%		
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	74.5%		
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13		
	Number of Bachelor's Degrees Awarded	COM	6	9	8	7	9	7		
		MOCM	35	27	32	21	37	27		
		Total	41	36	40	28	46	34		
	Share of PLNU Bachelor's Degrees Awarded	COM	1.1%	1.5%	1.5%	1.3%	1.6%	1.2%		
		MOCM	6.2%	4.5%	6.1%	3.8%	6.7%	4.8%		
		Total	7.3%	6.0%	7.6%	5.1%	8.4%	6.0%		
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013		
	FTF App Enrollment Rate (Enrolled/Completed Apps)	COM	12.7%	18.8%	18.0%	9.5%	17.6%	10.0%		
		MOCM	80.0%	28.6%	62.5%	37.5%	42.9%	78.6%		
		Total	23.1%	21.7%	28.8%	12.7%	20.0%	25.0%		
		PLNU*	31.1%	23.9%	21.3%	18.1%	19.8%	21.8%		

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

Five: Scope, Productivity and Costs of the Program (continued)

Criteria	Indicators		Fall 2010	Fall 2011	Comments (300 word limit for each comment)	
Cost and Revenues (From the Delaware Study)	Student credit units taught (UG fall only)	COM/MOCM % of PLNU*	1,525.0 4.4%	1,707.0 5.0%	When considered collectively, what does the data above say about the productivity and efficiency of your program?	
	% of credit units taught by full-time faculty	COM/MOCM PLNU*	57.7% 75.5%	73.3% 75.7%		
	Student credit units per faculty FTE	COM/MOCM PLNU*	209.2 197.0	241.4 198.8	All these metrics indicate that COM/MOCM is under staffed.	
	Student/Faculty Ratio (Student FTE/Faculty FTE)	COM/MOCM PLNU*	13.07 12.32	15.09 12.42		
	Indicators		2010-11	2011-12		
	Student credit units taught (UG & Grad - full year)	COM/MOCM	3,034.0	3,088.0		
	Cost per Student Credit Unit	COM/MOCM DE Bchmrk	\$203 \$218	\$254 \$236		
	Indicators		Unfilled Capacity			
	Unfilled Course Capacity	All Communication except Theatre PLNU Median		12.2 14.1		
	When considered collectively, what does the data above say about the aspects of your program that need further study?					
	Indicators		2010-11	2011-12		
	Extra revenue generated (lab fees, activity fees, etc.)	COM/MOCM				
	Extra revenue/student credit unit	COM/MOCM	\$0	\$0		
	Additional costs (See Glossary)	COM/MOCM				
	Additional costs/student credit hour	COM/MOCM	\$0	\$0		
Describe efficiency gains and cuts made by this program in the last four years.						

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

Six: Curriculum Analysis

This section asks you to consider your data from last year with a particular focus on your curricular data (the data that was color coded red, yellow and blue). If you need the data resent, please email Maria.

Criteria	Indicators	Current Catalog		Comments (300 word limit for each comment)
Curriculum Breadth	Number of menu and elective units required in the program.	COM PUBA	12	No comments, see questions below.
	Number of menu and elective units offered by the program	COM PUBA	9	
	Menu/Elective Ratio	COM PUBA	0.75	
	Number of menu and elective units above required	PUBA	-3	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	Number of menu and elective units required in the program.	COM SOCO	15	
	Number of menu and elective units offered by the program	COM SOCO	9	
	Menu/Elective Ratio	COM SOCO	0.60	
	Number of menu and elective units above required	SOCO	-6	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	Number of menu and elective units required in the program.	COM MOCM	12	
	Number of menu and elective units offered by the program	COM MOCM	5	
	Menu/Elective Ratio	COM MOCM	0.42	
	Number of menu and elective units above required	MOCM	-7	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	How can you adjust your curriculum to reduce the size of your menus of courses?			
Are there other ways that you can contract the course offerings in your program to reduce the number of low enrollment courses?				COM/MOCM has NO low enrollment courses.
What GE courses does your department teach? Are there changes that you could make that would make your part of the GE more efficient and effective (e.g. reducing the number of low-enrollment sections, resequencing of classes, reallocation of units)?				GE COM 100 or COM 231 is offered by our department. We have reduced the number of both fall and spring sections to maximize enrollment in all sections.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

	What service courses (non-GE courses that primarily support a program in another department) does your department teach? Are there changes that you could make that would make your service courses more efficient and effective?					
Unfunded Load	Indicators		2010-11	2011-12	2012-13	Comments (300 word limit for each comment)
	Unfunded Workload Units	COM/ MOCM	0	0	0	
	What curricular changes can your department make to reduce the amount of unfunded load? (e.g. reducing the number of labs/studios/lessons, increasing lab or activity fees to cover the unfunded load, etc.)					N/A
What faculty loading changes can your department make to reduce the amount of unfunded load in your program?					N/A	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

Seven: Impact and Opportunities

Criteria	Indicators	Response (200 word limit)
Impact	How is this program essential to PLNU?	<p>The Managerial and Organizational Communication Major is part of the Department of Communication and Theatre, which is part of the College of Social Sciences and Professional Studies. The Department has seven-full-time faculty members: 2 women and 5 men. In MOCM there are 2 professors to service the major. One professor is trained in Organizational Communication and the other in Leadership. MOCM enrolls approximately 80-100 majors every semester and is the 5th largest major on campus. This major prepares students to be more effective and efficient organizational members in business, non-profit, government, religious, and education contexts. The major is devoted to the study and practice of those organizational activities most dependent on communicative behavior (interpersonal competence, conflict management, leadership, decision-making, group process management) and other areas in an effort to create healthier corporate habits. The General Communication major foster a growing social services field and public address. Most employers report communication as the number one skill they are seeking in graduates. The generalist major address communication and critical thinking through</p>
	How is this program related to the success of other programs at PLNU?	<p>The MOCM courses are and integral part of other academic programs. These include courses being offered and utilized by three other departments/schools outside of the communication and theatre department. COM 390 Introduction to PR is part of the interdisciplinary minor in Public relations shared with Business and LJML. COM 340 Organizational Communication is required for Nutrition and Food Service majors in the department of Consumer Sciences. This same course is also offered as an option for Media Communication Majors. Most of the students who minor in Public Relations are declared MOCM majors. A strong number of the PR minors also come from the School of Business, which is where MOCM receives the majority of students who change their major. The most common major change for our program is from Business Administration to Managerial and Organizational Communication.</p>
	What are the benefits to PLNU of keeping this program as it is?	<p>MOCM is a hybrid discipline that is uniquely suited to the knowledge economy that characterizes the contemporary workplace. While MOCMers take a series of courses focusing on communication emphasizing different skills and contexts, they also take economics, accounting, and upper-division business courses, depending on their occupational interests. The graduate Management Admission Council, the organization that administers the standardized test for business schools, said that strong communication skills were the top priority for organizational success success - well ahead of any other skill listed.</p>
	What would the benefits be of merging this program with another program either in your department or in another department? With which other program would you partner?	<p>We are discussing the merits/disadvantages of merging COM and MOCM.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Communication/Managerial & Organizational Communication

	Could this program make use of some courses from another program to create an interdisciplinary major?	We already do with Business, although they have not listed any of our courses in their curriculum.
Opportunity	Aside from additional staff, what would it take to make this program grow and become outstanding?	Facilities, curriculum, funding for student research
	What have you learned about changing trends in your discipline from looking at similar programs at our comparators?	PLNU Comparator List
	Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?	COM/MOCM is a small program in comparison. Other institutions have more developed curriculum. Public Relations, Leadership, and Health Communication are growing areas we need to address.
	Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?	Core competencies set forth by the Commission on Education suggest more emphasis should be paid to our discipline with increased GE offerings. We are focusing on the 5 competencies with increased attention to quantitative and critical think as well as overall communication skills.
	What additional cost savings could you recommend for your unit? What could you give up to help the university trim costs?	

Academic Prioritization Curricular Metrics Glossary

Additional Costs

Equipment (not funded by grants), specialized accreditation, etc. that come from the general university budget.

[Back to Table](#)

Additional Costs per Student Credit Unit

Total additional costs divided by total student credit units.

[Back to Table](#)

See Also: [Student Credit Units Taught](#)

Admission Rate

The percentage of first-time freshman completed applications who were admitted to PLNU.

[Back to Table](#)

See Also: [Applicants](#)

[First-Time Freshman](#)

Applicants (Completed)

A student who has applied to PLNU and has submitted the required materials to be considered for admission.

[Back to Table](#)

See Also: [Applicant Conversion Rate](#)

[Admission Rate](#)

Applicants (Incomplete)

A student who has applied to PLNU but has not submitted all required materials to be considered for admission.

[Back to Table](#)

Applicant Conversion Rate

The percentage of first-time freshman inquiries who completed an application to PLNU.

[Back to Table](#)

See Also: [Applicants](#)

[First-Time Freshman](#)

[Inquiries](#)

Applicant Enrollment Rate

The percentage of first-time freshman completed applications who ultimately matriculated (enrolled).

[Back to Table](#)

See Also: [Applicants](#)

[First-Time Freshman](#)

[Matriculation](#)

Credit Units Taught by Full-Time Faculty (Delaware Study)

The percentage of credit units that were taught by full-time (tenured or tenure/track) faculty as reported for the Delaware Study.

[Back to Table](#)

See Also: [Student Credit Units Taught](#)

Cohort

A group of students matriculating into PLNU at the same time.

[Back to Table](#)

See Also: [First-Time Freshman](#)

[Graduation Rate](#)

[Matriculation](#)

[Retention](#)

Cost per Student Credit Unit (Delaware Study)

Total direct instructional expenditures divided by student credit units as reported for the Delaware Study.

[Back to Table](#)

See Also: [Direct Instructional Expenditures](#)

[Student Credit Units Taught](#)

Degrees Awarded (Bachelor's/Master's)

The number of degrees awarded. Double degrees (e.g. BA & BS) are counted twice. Double majors with the same degree (BS & BS) are counted as one degree awarded, but accounted for in the same fashion as multiple majors in enrollment data. Full year time frame using Summer as a 'leading' term (i.e. 2012-13 = Summer 2012, Fall 2012, and Spring 2013).

[Back to Table](#)

See Also: [Double Majors](#)

Delaware Benchmark

Program level benchmark value from the Delaware Study representing the 75th percentile of participating institutions that have a carnegie classification of "comprehensive."

[Back to Table](#)

Destination Major

Last known major(s) for a student. Either the major(s) a student graduated with or the major(s) as of the last term enrolled.

[Back to Table](#)

See Also: [Graduation Rate](#)

[Retention](#)

Direct Instructional Expenditures (Delaware Study)

This is the cost per student credit hour (SCH) as calculated using the Delaware methodology. This value is calculated by adding all salary, benefit and expense costs for the program and dividing by the number of credit hours generated. This does leave out some specialized expenses such as large equipment purchases.

[Back to Table](#)

Diverse Enrollment (% of enrolled students who are racially/ethnically diverse)

The percentage of students who are either all or part of one of a non-white race/ethnic category (Hispanic/Latino, African American, Native American, Asian American, Hawaiian/Pacific Islander).

[Back to Table](#)

Double Majors

Double majors are counted once in each major, but unduplicated when aggregated up to the department or university level.

See Also: [Degrees Awarded](#)

[Share of PLNU Enrollment](#)

Extra Revenue Generated

This is revenue generated by lab fees, course fees, etc.

[Back to Table](#)

Extra Revenue Generated per Student Credit Unit

The amount of extra revenue generated divided by the total student credit units.

[Back to Table](#)

See Also: [Extra Revenue Generated](#)

[Student Credit Units Taught](#)

Faculty FTE (Full-Time Equivalent)

Calculated by dividing workload units by 12.

[Back to Table](#)

See Also: [Student Credit Units per Faculty FTE](#)

[Student/Faculty Ratio](#)

First-Time Freshman

A student who is attending PLNU as a new student at the undergraduate level who has no prior college work earned after graduating from high school.

[Back to Table](#)

See Also: [Applicant Conversion Rate](#)

[Graduation Rate](#)

[Retention](#)

[Admission Rate](#)

[Yield](#)

Graduation Rate (Six-Year)

The percentage of an entering first-time freshman cohort who graduated within six years. Uses Summer as a 'trailing' term (e.g. A student who entered in Fall 2007 who graduated by the end of Summer 2013). Accounts for double majors. Accounts for major migration using destination major.

[Back to Table](#)

See Also: [Cohort](#)

[Destination Major](#)

[First-Time Freshman](#)

[Matriculation](#)

High School GPA

Average HS GPA as reported on final official HS transcripts. Weighted for 5-point scale. Range 0 to 4.80

[Back to Table](#)

Inquiries

An individual who has expressed an interest in attending PLNU through some form of contact with the university.

[Back to Table](#)

See Also: [Applicant Conversion Rate](#)

[First-Time Freshman](#)

Matriculation

An individual who has expressed an interest in attending PLNU through some form of contact with the university.

[Back to Table](#)

See Also: [Cohort](#)

[First-Time Freshman](#)

Menu and elective units **offered by the program**

This counts menu and elective units NOT required in another program or taught by another department.

[Back to Table](#)

See Also: [Menu and elective units ratio](#)

[Menu and elective units required in the program](#)

Menu and Elective Units Ratio

This is this is the ratio of required menu and elective units to the number of menu and elective units offered by the

[Back to Table](#)

See Also: [Menu and elective units offered in the program](#)

[Menu and elective units required in the program](#)

Menu and elective units **required in the program.**

This counts the number of units of menu classes that a student must take (for example choosing two classes from a list of three four unit classes, would yield 8 units of menu (2x4) and it counts the number of elective units that a program requires. These counts are based on information in the 2013-14 catalog descriptions of the major. See additional worksheet for the details of the computations.

[Back to Table](#)

See Also: [Menu and elective units offered in the program](#)

[Menu and elective units ratio](#)

Noel-Levitz PLNU Share of Regional Degrees Awarded

This is based on total bachelor's degrees awarded between 2003-04 and 2010-11 from institutions within a 150-mile radius of San Diego. The metric is PLNU's share of those degrees awarded within each discipline (i.e. the share of PLNU's Biology degrees awarded out of all Biology degrees awarded in the region).

[Back to Table](#)

Noel-Levitz High School Demand Data

This is based on data from college-bound high school students who complete NRCCUA's MyCollegeOptions Post-Secondary Planning Survey. The metric is each program's share of all respondents from PLNU's primary market states (CA, AZ, CO, OR, WA).

[Back to Table](#)

PLNU Totals

For the purpose of academic prioritization, all PLNU totals exclude undeclared students and non-departmental credit units (e.g. study abroad, honors, FYE)

[Back to Table](#)

PLNU Totals (Delaware Study)

Calculated from summing the individual program spreadsheets submitted for the Delaware Study.

[Back to Table](#)

Retention (One-Year)

The percentage of an entering first-time freshman cohort who returned for the Fall term one-year after matriculation. Accounts for double majors. Accounts for major migration using destination major.

[Back to Table](#)

See Also: [Cohort](#)

[Destination Major](#)

[First-Time Freshman](#)

[Matriculation](#)

SAT Composite Score

The sum of the highest reading and highest math SAT scores. Ranges from 400 to 1600

[Back to Table](#)

SAT Math Score

The highest score from the math portion of the SAT. Ranges from 200 to 800

[Back to Table](#)

SAT Reading Score

The highest score from the reading portion of the SAT. Ranges from 200 to 800

[Back to Table](#)

Share of PLNU Degrees Awarded (Bachelor's/Master's)

The program percentage of total PLNU degrees awarded. Accounts for double majors.

[Back to Table](#)

See Also: [Double Majors](#)

Share of PLNU Enrollment (Undergraduate/Graduate)

The program percentage of total PLNU enrollment (excluding undeclared). Accounts for double majors.

[Back to Table](#)

See Also: [Double Majors](#)

Share of PLNU Units Taught (Undergraduate/Graduate)

The program percentage of total PLNU (excluding non-dept classes) undergraduate student units taught as of census.

[Back to Table](#)

Student Credit Units per Faculty FTE (Delaware Study)

The number of student credit units generated per faculty full-time equivalent as reported for the Delaware Study.

[Back to Table](#)

See Also: [Faculty FTE](#)

[Student Credit Units Taught](#)

Student Credit Units Taught - Fall Term Only (Delaware Study)

The number of Fall term student credit units taught as reported for the Delaware Study.

[Back to Table](#)

See Also: [Credit Units Taught by Full-Time Faculty](#)

[Student Credit Units per Faculty FTE](#)

[Student FTE](#)

Student Credit Units Taught - Full Year (Delaware Study)

The number of student credit units taught for the full academic year (Fall & Spring) as reported for the Delaware Study.

[Back to Table](#)

See Also: [Additional Costs per Student Credit Unit](#)

[Cost per Student Credit Unit](#)

[Extra Revenue Generated per Student Credit Unit](#)

Student FTE (Full-Time Equivalent)

The sum of student credit units divided by 16 for undergraduates and divided by 12 for graduate students.

See Also: [Student Credit Units Taught](#)

[Student/Faculty Ratio](#)

Student/Faculty Ratio (Delaware Study)

Student full-time equivalent divided by faculty full-time equivalent as reported for the Delaware Study.

[Back to Table](#)

See Also: [Faculty FTE](#)

[Student FTE](#)

Unfilled Course Capacity

The average number of available seats in all 200 or higher courses in the program. This assumes that "full" is defined as 28 students so some courses are overfull. If the number in this category is 0, then the courses in the program are consistently full. If the number in this category is positive then students could be added to this program without needing to create additional sections of courses.

[Back to Table](#)

Unfunded Workload Units

Unfunded load is faculty load that is not covered by an equivalent number of student units. For example a course for which the faculty member is paid 4 units but the students only are given 3 units of credit.

[Back to Table](#)

Yield

The percentage of first-time freshman admits who enrolled.

[Back to Table](#)

See Also: [First-Time Freshman](#)

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

Contact: Paul Bassett

Section One: History of the Program and Consistency with University Mission

Criteria	Indicators	Response (200 word limit)
History of the Program	Describe why and when the program was established. How and why has the program evolved over the years?	<p>The University has a rich heritage of over 80 years of dramatic performance beginning in the 1930's and continuing with increasing breadth and depth to the present day. A season of productions began in 1973 leading to a full season of representative classic productions in 1978 followed by the establishment of the theatre major. The addition of Dr. Williams (2000) and Dr. Winderl (2002) to Dr. Bassett's leadership provided training and direction by three theatre professionals, although over half of their teaching is in COM courses, so with only 1.5 faculty the students have extensive, varied mentoring. Design and technical practices have expanded during that time to provide the broad training in these areas so essential for theatre majors to be prepared competitively in their discipline. This holistic training in all aspects of theatre has proved very successful for our graduates as they enter the marketplace to be salt and light in the entertainment industry, where the Christian voice is essential. The impact of a theatre major and full campus theatre season is realized as an outgrowth of the early vision of Pasadena to see dramatic gifts and expression flourish in our students as an essential part of the liberal arts preparation in the humanities.</p>
Consistency with Mission and Strategic Direction	<p>Describe how the program supports the PLNU mission and strategic direction.</p>	<p>As mentioned above, the PLNU mission to "offer(s) quality liberal arts and professional programs" would require thorough immersion in and exposure to the arts, and theatre is a unifying discipline examining all aspects of the human experience. The theatre program particularly supports the vision for "A distinctive undergraduate curriculum and co-curricular experience" as students from across campus are involved in productions which integrate their curricular discoveries. As "An exemplary model of student engagement for service to community and church" our theatre majors are equipped both for teaching and directing dramatic expression in both their church and community, providing a creative resource for worship teams and pastors. And the members of the local community who enjoy Salomon productions show its value as "a source of expertise, resource, and involvement for the university's surrounding communities." The self-investigation and values testing required in the acting process make this endeavor one vital to the Wesleyan journey for our students.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

Section Two: External and Internal Demand for the Program

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)	
External Demand	FTF App Conversion Rate (Completed Apps/Inquiries)	TH	9.6%	17.6%	18.9%	10.9%	11.0%	7.9%	The theatre major has a fair number of inquiries. Many of these are from potential students who are sampling many programs because they are unsure of what they will pursue. For those who know they are interested in a theatre major, a sadly large percentage are forced to go elsewhere because theatre scholarships are not available when other Universities provide them. When the cost of an education is so high, this situation inhibits the sustained growth of theatre. Despite this handicap, the theatre major has doubled in the past 2 years.
		PLNU*	19.2%	26.4%	24.0%	23.4%	21.4%	20.5%	
	FTF Admission Rate	TH	81.8%	81.3%	66.7%	66.7%	64.7%	60.0%	
		PLNU*	83.5%	87.0%	72.4%	68.2%	67.8%	69.1%	
	FTF Yield	TH	44.4%	15.4%	16.7%	0.0%	27.3%	50.0%	
		PLNU*	37.2%	27.5%	29.4%	26.5%	29.2%	31.6%	
	Noel-Levitz High School Market Demand Share	Above PLNU						1.5%	
Noel-Levitz PLNU Share of Regional Deg Awd	Below PLNU						0.6%		
Internal Demand	Share of PLNU Undergrad Headcount	TH	0.9%	0.6%	0.4%	0.2%	0.3%	0.3%	Theatre will always have a limited number of majors. The theatre plant in its current arrangement can realistically accommodate approximately twenty-five majors. In addition, the negligible scholarship monies available to potential majors impact the program's competitiveness in relation to PLNU's competitor institutions.
		Indicators	2010-11		2011-12		2012-13		
	Share of PLNU UG Units Taught	TH	1.0%		0.9%		0.9%		

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

	<p>Based on some of PLNU's academic initiatives (e.g. expanding number of traditional undergraduate students, programs for new types of learners, expanding and creating new graduate programs, etc.), what new demands do you expect to be placed on your program?</p>	<p>Over the years, theatre fairly often has had students with dyslexia. And we currently have a new major with autism. While this is obviously not a trend, theatre is unique in its overall ability to adapt and encourage such learners. The theatre has qualities that allow such students to often succeed.</p>
<p>Professional Trends for Graduates</p>	<p>Look at the provided resources about fast growing areas of employment in the next decade. Which of these professions could be occupied by students majoring in your program?</p>	<p>Though there were no resources regarding “fast-growing areas” attached to this survey, the theatre program at PLNU prepares students for careers in the entertainment industries (Theatre, Film, Television, etc.), as well as careers in education, and ministry. The theatre program also places an impressive number of students in nationally and internationally recognized graduate programs.</p>
	<p>What changes could you make in your program that would better prepare your graduates for these professions?</p>	<p>Again, this is guesswork without the above mentioned resources, but as long a PLNU continues to identify itself as a liberal arts institution, its programs must continue to develop the student as a ‘world citizen’. The focus of the program could be shifted toward a more specifically conservatory approach, but PLNU is not yet a trade school, nor does the theatre program offer a BFA. A course in theatre ministry could also be added to increase specific training in that area.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

Three: Quality of Program Inputs

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)	
Incoming Student Data (First-Time Freshmen)	Average SAT Composite Score	TH	sm	sm	sm	sm	sm	Since there are no statistics available for theatre, only anecdotal evidence can be provided. It is reasonable to affirm that theatre majors are among the university's academic elite, based on the number of academic scholarships awarded to majors in the program.	
		PLNU*	1140	1125	1147	1150	1168		1161
	Average SAT	TH	sm	sm	sm	sm	sm		sm
		PLNU*	565	561	573	572	583		582
	Average SAT	TH	sm	sm	sm	sm	sm		sm
		PLNU*	575	564	574	578	585		578
Average	TH	sm	sm	sm	sm	sm	sm		
	PLNU*	3.73	3.70	3.74	3.77	3.81	3.82		
Faculty	Percent of full-time faculty with a terminal degree Total Comm & Theatre Dept						100.0%	100% of theatre faculty and staff have terminal degrees.	
	Summarize the most recent scholarly and creative activities of the faculty in this program. If desired, include information about peer reviewed scholarship.							No theatre faculty or staff are able to "rest on their laurels." Every faculty and staff person either directs or designs at least one production every season. The theatre program is a very busy major that requires extreme time and focus, well beyond what would be considered "normal."	
	Summarize the grants received by the faculty.							The theatre program has no current grants.	
	Describe how the scholarly and creative activities of the faculty impact the program.							Unlike larger universities and theatre programs where graduate students direct, design, and produce the bulk of productions, the faculty at PLNU are intimately involved with every production. This means the theatre students are exposed to the highest level of seasoned guidance and practice.	
	What are the faculty in the program doing to learn about and use the best teaching practices in their discipline?							Theatre faculty regularly attend academic conferences, professional productions, and CTL seminars. It should be understood that each faculty person possesses a unique skill set, and that different approaches to change and growth only serve to improve the program.	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

Program Support	Describe the current quality of the holdings/facilities/equipment needed to execute this program.	The theatre major has spent several decades developing its holdings. The Library houses a substantial collection of theatre related materials. The theatre's lighting system was recently upgraded in order to offer students an experience more in line with professional practice. Salomon Theatre is the home for Theatre majors and minors and for all campus theatre productions. The facility itself, however, limits some of the major's competitiveness with other institutions. Salomon theatre was built in the early 1960's, reflecting the performance modes of that era and the limitations of the institution that built it. California Western University maintained a theatre plant that included Salomon Theatre as their performance space and a facility next door that contained classroom, studio, storage, and shop space. When Pasadena College moved to the campus, that facility became the home of the Art Department and Salomon Theatre lost these assets. The shop and storage had to be moved to the performance space (e.g. the scene shop was relocated to the area of Salomon that was originally the green room; storage was moved under the stage; and studio space was absorbed onto the stage which means rehearsals, classes and individual work all occur on the stage.). In spite of these limitations the theatre continues to stage productions of professional quality, offering a wide variety of challenging plays and musicals.
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Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

Four: Quality of Program Outcomes

Criteria	Indicators	F07 Coh	F08 Coh	F09 Coh	F10 Coh	F11 Coh	F12 Coh	Comments (200 word limit for each comment)	
Student Data	One-Year Retention	TH	sm	20.0%	sm	sm	sm	This data suggests the theatre program is of the highest quality. The graduation rate is excellent. Though the program is a small one, it is completely devoted to the lifelong success of its students. During the recession, the major saw a reduction in numbers, but that is now on the rebound. In 2011, at the depth of the crisis, the major had shrunk to three. However the program currently growing again and has nine majors and a number of minors who often become majors.	
		PLNU*	84.8%	86.1%	86.3%	84.9%	85.8%		90.8%
	Indicators		F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh		F07 Coh
	Six-Year Graduation Rate	TH	83.3%	sm	80.0%	100.0%	80.0%		sm
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%		74.5%
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12		2012-13
	Number of Bachelor's Degrees Awarded	TH	3	7	4	4	2		0
		TH	0.5%	1.2%	0.8%	0.7%	0.4%		0.0%
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012		Fall 2013
	% of enrI UG who are	TH	5.0%	23.1%	22.2%	0.0%	28.6%		25.0%
		PLNU*	20.1%	21.8%	24.0%	29.0%	32.3%		34.2%

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

Four: Quality of Program Outcomes (continued)

Please to answer all of the following questions. Answer those that apply.		
Curricular Information	Describe the significant changes that you have made to this program based on assessment of student learning outcomes data, program reviews, etc.	In response to our program review we have made a number of changes it suggested. We have added several new courses which also serve other majors and those are populating well. We have established a successful London semester which enrolls from a variety of majors and principally is Gen Ed in offerings, but is especially beneficial for attracting and exposing our theatre majors to a wide range of Professional productions and dramatic literature. We have strong portfolio and final assessment experiences for our Seniors which aid them in graduate school and occupational placement.
	Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your majors participate in these opportunities.	All of our majors (100%) are required to complete practicums where they polish their training in a wide variety of production areas, and they also all complete senior projects resulting in a portfolio. Approximately 50-75% do a further professional internship in theatre which is often their networking opportunity for employment.
	Describe any public scholarship of your undergraduate students (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these activities?	Our public scholarship would be in the form of the public performances which our majors crew, manage, tech and perform in for a full week for 3-4 productions during each school year. 100% of our majors are involved in these very public endeavors, open to the entire University and local community.
	Describe your undergraduate student success rate for passing	N/A

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

	<p>Describe any study abroad opportunities organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this program (Annualize the number)?</p>	<p>Our program sponsors the PLNU London Fall semester with a strong theatre and literature emphasis. It provides up to 15 Gen Ed credits and is open to all PLNU students. About 50% of our majors participate in this program, and 20 students are selected for it annually. Most years 17 or 18 students outside our department are involved, and 2-4 from our program (majors, minors, and theatre program participants who from other majors).</p>
	<p>What are the distinctives of your program?</p>	<p>Theatre/humanities enrichment opportunities for the campus and community; Cross-disciplinary training for students of many majors; Number of major has doubled recently; Personal mentoring and training; Successful job and graduate school placement; London study abroad focus in theatre; Broad and diverse training in theatre arts (not just a conservatory); supportive atmosphere among students because program size allows all majors quality performance time (avoiding the cutthroat competitive nature of many theatre programs). Program requires creative and abstract thinking processes, and students must think outside the box. Our productions are mini-work forces that require problem solving, creative thinking, and working on an intense problem with others in the group for 6-8 weeks, before moving on to a new work force and a new set of problems.</p>
<p>Post-Baccalaureate Information</p>	<p>Describe your success with student acceptance into post-baccalaureate education.</p>	<p>Our majors have been accepted to top tier graduate programs (i.e. Brown University, Columbia University, USD, Essex University in UK, SDSU) for Acting, Playwriting, Directing , Management, and Theatre Design. Others are pursuing graduate work in teaching and ministry where their theatre training will be applied.</p>
	<p>Describe your success with students acquiring jobs in their discipline.</p>	<p>Many of our majors have moved into jobs as an outgrowth of internships in theatre, resulting in employment at various theatre organizations in public relations, management, design and directing/acting roles. Others, as mentioned under graduate education, are working as teachers and in a variety of ministry positions.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

<p>Describe the findings from any alumni surveys that you have conducted for your program.</p>	<p>We have data from our graduates 5 years out in which graduates rate the program consistently with top scores (4, 5 out of 5) for theatre skills, preparation for chosen field, and the major's contribution to personal growth and development. They particularly cite the close bond with peers, professional training in a variety of theatre roles, analyzing characters and applying to personal growth, discovery/support for God-given creativity, and preparation for ministry.</p>
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Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

Five: Scope, Productivity and Costs of the Program

Criteria	Indicators	F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	Comments (300 word limit for each comment)	
Student Data	Six-Year Graduation Rate	TH	83.3%	sm	80.0%	100.0%	80.0%	The theatre program is small, but very productive. However, during the economic crash, the theatre program saw a reduction in enrollment, but as the situation has improved, so have the enrollment numbers.	
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%		74.5%
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12		2012-13
	Number of Bachelor's Degrees Awarded	TH	3	7	4	4	2		0
	Share of PLNU Bachelor's Degrees Awarded	TH	0.5%	1.2%	0.8%	0.7%	0.4%		0.0%
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012		Fall 2013
	FTF App Enrollment Rate	TH	36.4%	12.5%	11.1%	0.0%	17.6%		30.0%
		PLNU*	31.1%	23.9%	21.3%	18.1%	19.8%		21.8%

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

Five: Scope, Productivity and Costs of the Program (continued)

Criteria	Indicators	Fall 2010	Fall 2011	Comments (300 word limit for each comment)		
Cost and Revenues (From the Delaware Study)	Student credit units taught (UG fall only)	TH 427.0	280.0	As stated previously, during the economic crash, the theatre program saw a reduction in enrollment, but as the situation has improved, so have the enrollment numbers, and the cost per student credit has dropped accordingly. However, it needs to be understood that many theatre classes are studio courses. They cannot be taught in the same way large lecture courses can; and any studio class with more than 12 – 15 students becomes unwieldy and individual student development is diminished. There needs to be a balance between large survey courses like TRE101 and small studio classes like Acting, or Movement, or the like.		
		% of PLNU*	1.2%		0.8%	
	% of credit units taught by	TH PLNU*	79.6% 75.5%		99.6% 75.7%	
	Student credit units	TH PLNU*	171.5 197.0		190.5 198.8	
	Student/Faculty Ratio	TH PLNU*	10.72 12.32		11.90 12.42	
	Indicators		2010-11		2011-12	
	Student credit units taught (UG & Grad - full year)	TH	679.0		485.0	
	Cost per Student Credit	TH DE Bchmrk	\$505 \$331		\$380 \$315	
	Indicators		Unfilled Capacity			
	Unfilled Course Capacity	TH PLNU Median			23.0 14.1	
	When considered collectively, what does the					
	Indicators		2010-11		2011-12	
	Extra revenue generated (lab fees, activity fees, etc.)	TH				Each year \$10-15,000 is taken in through box office receipts that pays for the cost of our productions.
	Extra revenue/student credit unit	TH	\$0		\$0	
Additional costs (See Glossary)	TH					
Additional costs/student credit hour	TH	\$0	\$0			

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

Describe efficiency gains and cuts made by this	
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Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

Six: Curriculum Analysis

This section asks you to consider your data from last year with a particular focus on your curricular data (the data that was color coded red, yellow and blue). If you need the data resent, please email Maria.

Criteria	Indicators	Current Catalog		Comments (300 word limit for each comment)
Curriculum Breadth	Number of menu and elective units required in	COM THEA	3	No comments, see questions below.
	Number of menu and elective units offered by	COM THEA	6	
	Menu/Elective Ratio	COM	2.00	
	Number of menu and elective units above required	THEA	3	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	How can you adjust your curriculum to reduce the size of your menus of courses?			The only two non-required or "menu" classes we offer are strongly enrolled from other majors (musical theatre, and theatre and drama in Great Britain). They serve as an added attraction for our majors (as recommended by our self study) but are well-populated because of interest from many other majors.
	Are there other ways that you can contract the course offerings in your program to reduce the number of low enrollment courses?			As part of phase I prioritization, most of our courses are offered on alternate years, except a couple of lower division "catch" classes for new majors which also serve other majors. Moving any more courses to alternate years would make scheduling difficult for transfer majors (which we often work with).

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

<p>What GE courses does your department teach? Are there changes that you could make that would make your part of the GE more efficient and effective (e.g. reducing the number of low-enrollment sections, resequencing of classes, reallocation of units)?</p>	<p>TRE 101, Intro to Theatre is our GE course and our sections are regularly filled at 48.</p>
<p>What service courses (non-GE courses that primarily support a program in another department) does your department teach? Are there changes that you could make that would make your service courses more efficient and effective?</p>	<p>TRE 250, Voice and Diction, is required by Broadcast Journalism (as well as theatre) and as such populates. Movement I and Acting I and Stagecraft also serve to satisfy requirements for Liberal Studies, for Art: Sculpture and Media Communication majors.</p>

Unfunded Load	Indicators		2010-11	2011-12	2012-13	Comments (300 word limit for each comment)
	Unfunded Workload Units	TH	0	0	1.5	<p>Maria Zack has indicated that the 1.5 for 2012 will be allocated to a different account, not this one. So the unfunded workload units would be 0.</p>
	<p>What curricular changes can your department make to reduce the amount of unfunded load? (e.g. reducing the number of labs/studios/lessons, increasing lab or activity fees to cover the unfunded load, etc.)</p>					<p>We have no unfunded units.</p>
	<p>What faculty loading changes can your department make to reduce the amount of unfunded load in your program?</p>					<p>No unfunded units.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

Seven: Impact and Opportunities

Criteria	Indicators	Response (200 word limit)
Impact	How is this program essential to PLNU?	Just as all of the parts of the body of Christ are essential, for 80 years dramatic expression and theatre have been integral to the Pasadena/Point Loma experience as part of the exploration of the Humanities and the Liberal Arts tradition. This creative outlet for our campus, and training for those to whom God has given this gift, is crucial for fully educating the whole person, and as our theatre mission states, to "empower students with a meaningful Christian voice". In a culture increasingly shaped by the entertainment industry, particularly in Southern California, Christian artists are required to provide messages and influence for hope. We have too long abandoned the industry to other voices, and a theatre presence on campus and professional training in the major provide the possibility of graduates prepared to reclaim the Arts.
	How is this program related to the success of other programs at PLNU?	Besides the opportunity for the entire campus to be exposed to dramatic literature and experience it in performance, students from many majors are involved in the four productions a year. In addition to audieces, 50+ students receive training each year which often enhances their performance or design skills in their majors. Media Communication, Graphic Design, Art/Sculpture, Liberal Studies, Religion, Communication - these majors are regularly involved and polish skills required for their programs. Most of the foregoing list (not Religion or Graphic Design) also require some of our courses to support their majors.
	What are the benefits to PLNU of keeping this program as it is?	Perhaps the primary benefit is a full season of productions (which do not take a budget- they fund themselves from box office) which serves the community and campus with academic theatre offerings. Many classes use these performances to supplement their curriculum, and to support the artistic work of our (and their) students. Because theatre explores the essence of the human experience, it integrates the fabric of many majors and is a strong synthesis of social, academic and artistic areas of growth for our students. Great sacrifice has been required to keep our theatre facility upgraded and this theatre endeavor available to the campus and our neighbors, and it is a vital presence to keep the Humanities in our University in balance with the more technical or vocationally focused programs. Equally important for the students we serve, is that their God-given abilities and skills be trained for His use. We have students for whom dramatic expression is a natural gift which can and should be cultivated for His purposes, and that is the great privilege of this program.
	What would the benefits be of merging this program with another program either in your department or in another department? With which other program would you partner?	We are already an arm of the Communications and Theatre program so share many students and courses. We are open to discussion of merging with other programs (i. e.the Musical Theatre course-TRE350- serves Music and students from a number of other majors already), but we have tried to do that wherever possible.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

	<p>Could this program make use of some courses from another program to create an interdisciplinary major?</p>	<p>We are fairly interdisciplinary already, and further combination with other majors would not necessarily provide any cost advantage.</p>	
<p>Opportunity</p>	<p>Aside from additional staff, what would it take to make this program grow and become outstanding?</p>	<p>Our comparators are recruiting majors with as much as \$300,000 per year of scholarship monies for theatre majors (this would be approximately 10 FTEs at Point Loma; elsewhere in our own institution, there are over 30 FTEs in another performance major, while the theatre has only been allotted 1 FTE). So our limited amount spread over all of our majors makes recruitment difficult. Our other major area of need is greater help with publicity and promotion on campus. There are departments on campus who could greatly help us with this if greater visibility for the program were a priority. The quality of production is strong so where we need help is in making it a more vital part of campus through awareness and audience involvement. We are all volunteering major hours in production and when we have spent extra hours on publicity it has increased box office, but we are all volunteering far more hours than we can already so need marketing/ publicity support.</p>	
	<p>What have you learned about changing trends in your discipline from looking at similar programs at our comparators?</p>	<p>PLNU Comparat or List</p>	<p>Some of our comparators provide more production opportunities each season, but they also have more staff for their major and productions, and considerably more load release for their directing work. Their curricular offerings cover the same areas, although the larger programs provide more elective and menu choices. We are a very lean academic program while still covering essential areas for the theatre undergraduate.</p>
	<p>Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?</p>	<p>We are effectively incorporating and teaching CAD (computer assisted design) with our majors, and our equipment has been slowly updated to reflect state of the art expectations. We have local professional artists assisting our students in design areas so that they are networking with and cognizant of work in the San Diego professional theatres. In the London semester, our students experience 30+ of the world's finest productions and thoroughly investigate the major theatre producing organizations in the UK. And in San Diego, we endeavor to take our students regularly to experience professional theatre (students are attending 6 off-campus productions this semester to enhance their courses) as well as to tour the facilities and interview staff. Students are placed at the center of the learning wheel in theatre courses and their production experience and are fully engaged in their learning process, which is the trend in our field and higher education.</p>	
	<p>Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?</p>	<p>The trend in our discipline is active involvement of students in attending and creating theatre so that they are developing varied entry skills and knowledge of their art. In the classroom, production involvement, off-campus theatre attendance, and internships we require this experience which is expected in our field and the industry. We ardently pursue these approaches every day.</p>	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Theatre

<p>What additional cost savings could you recommend for your unit? What could you give up to help the university trim costs?</p>	<p>The theatre program has operated at subsistence level for so many years that there is nothing much left to trim. We volunteer hours far beyond our load release and donate materials and labor to ensure quality. Since the program operates out of the box office proceeds, has voluntarily moved its courses to alternate years, and the major is provided by less than 1.5 faculty, we are a lean enterprise for the quality of theatre experience the campus is afforded as part of the heritage of dramatic expression and liberal arts focus of the University.</p>
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Academic Prioritization Curricular Metrics Glossary

Additional Costs

Equipment (not funded by grants), specialized accreditation, etc. that come from the general university budget.

[Back to Table](#)

Additional Costs per Student Credit Unit

Total additional costs divided by total student credit units.

[Back to Table](#)

See Also: [Student Credit Units Taught](#)

Admission Rate

The percentage of first-time freshman completed applications who were admitted to PLNU.

[Back to Table](#)

See Also: [Applicants](#)

[First-Time Freshman](#)

Applicants (Completed)

A student who has applied to PLNU and has submitted the required materials to be considered for admission.

[Back to Table](#)

See Also: [Applicant Conversion Rate](#)

[Admission Rate](#)

Applicants (Incomplete)

A student who has applied to PLNU but has not submitted all required materials to be considered for admission.

[Back to Table](#)

Applicant Conversion Rate

The percentage of first-time freshman inquiries who completed an application to PLNU.

[Back to Table](#)

See Also: [Applicants](#)

[First-Time Freshman](#)

[Inquiries](#)

Applicant Enrollment Rate

The percentage of first-time freshman completed applications who ultimately matriculated (enrolled).

[Back to Table](#)

See Also: [Applicants](#)

[First-Time Freshman](#)

[Matriculation](#)

Credit Units Taught by Full-Time Faculty (Delaware Study)

The percentage of credit units that were taught by full-time (tenured or tenure/track) faculty as reported for the Delaware Study.

[Back to Table](#)

See Also: [Student Credit Units Taught](#)

Cohort

A group of students matriculating into PLNU at the same time.

[Back to Table](#)

See Also: [First-Time Freshman](#)

[Graduation Rate](#)

[Matriculation](#)

[Retention](#)

Cost per Student Credit Unit (Delaware Study)

Total direct instructional expenditures divided by student credit units as reported for the Delaware Study.

[Back to Table](#)

See Also: [Direct Instructional Expenditures](#)

[Student Credit Units Taught](#)

Degrees Awarded (Bachelor's/Master's)

The number of degrees awarded. Double degrees (e.g. BA & BS) are counted twice. Double majors with the same degree (BS & BS) are counted as one degree awarded, but accounted for in the same fashion as multiple majors in enrollment data. Full year time frame using Summer as a 'leading' term (i.e. 2012-13 = Summer 2012, Fall 2012, and Spring 2013).

[Back to Table](#)

See Also: [Double Majors](#)

Delaware Benchmark

Program level benchmark value from the Delaware Study representing the 75th percentile of participating institutions that have a carnegie classification of "comprehensive."

[Back to Table](#)

Destination Major

Last known major(s) for a student. Either the major(s) a student graduated with or the major(s) as of the last term enrolled.

[Back to Table](#)

See Also: [Graduation Rate](#)

[Retention](#)

Direct Instructional Expenditures (Delaware Study)

This is the cost per student credit hour (SCH) as calculated using the Delaware methodology. This value is calculated by adding all salary, benefit and expense costs for the program and dividing by the number of credit hours generated. This does leave out some specialized expenses such as large equipment purchases.

[Back to Table](#)

Diverse Enrollment (% of enrolled students who are racially/ethnically diverse)

The percentage of students who are either all or part of one of a non-white race/ethnic category (Hispanic/Latino, African American, Native American, Asian American, Hawaiian/Pacific Islander).

[Back to Table](#)

Double Majors

Double majors are counted once in each major, but unduplicated when aggregated up to the department or university level.

See Also: [Degrees Awarded](#)

[Share of PLNU Enrollment](#)

Extra Revenue Generated

This is revenue generated by lab fees, course fees, etc.

[Back to Table](#)

Extra Revenue Generated per Student Credit Unit

The amount of extra revenue generated divided by the total student credit units.

[Back to Table](#)

See Also: [Extra Revenue Generated](#)

[Student Credit Units Taught](#)

Faculty FTE (Full-Time Equivalent)

Calculated by dividing workload units by 12.

[Back to Table](#)

See Also: [Student Credit Units per Faculty FTE](#)

[Student/Faculty Ratio](#)

First-Time Freshman

A student who is attending PLNU as a new student at the undergraduate level who has no prior college work earned after graduating from high school.

[Back to Table](#)

See Also: [Applicant Conversion Rate](#)

[Graduation Rate](#)

[Retention](#)

[Admission Rate](#)

[Yield](#)

Graduation Rate (Six-Year)

The percentage of an entering first-time freshman cohort who graduated within six years. Uses Summer as a 'trailing' term (e.g. A student who entered in Fall 2007 who graduated by the end of Summer 2013). Accounts for double majors. Accounts for major migration using destination major.

[Back to Table](#)

See Also: [Cohort](#)

[Destination Major](#)

[First-Time Freshman](#)

[Matriculation](#)

High School GPA

Average HS GPA as reported on final official HS transcripts. Weighted for 5-point scale. Range 0 to 4.80

[Back to Table](#)

Inquiries

An individual who has expressed an interest in attending PLNU through some form of contact with the university.

[Back to Table](#)

See Also: [Applicant Conversion Rate](#)

[First-Time Freshman](#)

Matriculation

An individual who has expressed an interest in attending PLNU through some form of contact with the university.

[Back to Table](#)

See Also: [Cohort](#)

[First-Time Freshman](#)

Menu and elective units **offered by the program**

This counts menu and elective units NOT required in another program or taught by another department.

[Back to Table](#)

See Also: [Menu and elective units ratio](#)

[Menu and elective units required in the program](#)

Menu and Elective Units Ratio

This is this is the ratio of required menu and elective units to the number of menu and elective units offered by the

[Back to Table](#)

See Also: [Menu and elective units offered in the program](#)

[Menu and elective units required in the program](#)

Menu and elective units **required in the program.**

This counts the number of units of menu classes that a student must take (for example choosing two classes from a list of three four unit classes, would yield 8 units of menu (2x4) and it counts the number of elective units that a program requires. These counts are based on information in the 2013-14 catalog descriptions of the major. See additional worksheet for the details of the computations.

[Back to Table](#)

See Also: [Menu and elective units offered in the program](#)

[Menu and elective units ratio](#)

Noel-Levitz PLNU Share of Regional Degrees Awarded

This is based on total bachelor's degrees awarded between 2003-04 and 2010-11 from institutions within a 150-mile radius of San Diego. The metric is PLNU's share of those degrees awarded within each discipline (i.e. the share of PLNU's Biology degrees awarded out of all Biology degrees awarded in the region).

[Back to Table](#)

Noel-Levitz High School Demand Data

This is based on data from college-bound high school students who complete NRCCUA's MyCollegeOptions Post-Secondary Planning Survey. The metric is each program's share of all respondents from PLNU's primary market states (CA, AZ, CO, OR, WA).

[Back to Table](#)

PLNU Totals

For the purpose of academic prioritization, all PLNU totals exclude undeclared students and non-departmental credit units (e.g. study abroad, honors, FYE)

[Back to Table](#)

PLNU Totals (Delaware Study)

Calculated from summing the individual program spreadsheets submitted for the Delaware Study.

[Back to Table](#)

Retention (One-Year)

The percentage of an entering first-time freshman cohort who returned for the Fall term one-year after matriculation. Accounts for double majors. Accounts for major migration using destination major.

[Back to Table](#)

See Also: [Cohort](#)

[Destination Major](#)

[First-Time Freshman](#)

[Matriculation](#)

SAT Composite Score

The sum of the highest reading and highest math SAT scores. Ranges from 400 to 1600

[Back to Table](#)

SAT Math Score

The highest score from the math portion of the SAT. Ranges from 200 to 800

[Back to Table](#)

SAT Reading Score

The highest score from the reading portion of the SAT. Ranges from 200 to 800

[Back to Table](#)

Share of PLNU Degrees Awarded (Bachelor's/Master's)

The program percentage of total PLNU degrees awarded. Accounts for double majors.

[Back to Table](#)

See Also: [Double Majors](#)

Share of PLNU Enrollment (Undergraduate/Graduate)

The program percentage of total PLNU enrollment (excluding undeclared). Accounts for double majors.

[Back to Table](#)

See Also: [Double Majors](#)

Share of PLNU Units Taught (Undergraduate/Graduate)

The program percentage of total PLNU (excluding non-dept classes) undergraduate student units taught as of census.

[Back to Table](#)

Student Credit Units per Faculty FTE (Delaware Study)

The number of student credit units generated per faculty full-time equivalent as reported for the Delaware Study.

[Back to Table](#)

See Also: [Faculty FTE](#)

[Student Credit Units Taught](#)

Student Credit Units Taught - Fall Term Only (Delaware Study)

The number of Fall term student credit units taught as reported for the Delaware Study.

[Back to Table](#)

See Also: [Credit Units Taught by Full-Time Faculty](#)

[Student Credit Units per Faculty FTE](#)

[Student FTE](#)

Student Credit Units Taught - Full Year (Delaware Study)

The number of student credit units taught for the full academic year (Fall & Spring) as reported for the Delaware Study.

[Back to Table](#)

See Also: [Additional Costs per Student Credit Unit](#)

[Cost per Student Credit Unit](#)

[Extra Revenue Generated per Student Credit Unit](#)

Student FTE (Full-Time Equivalent)

The sum of student credit units divided by 16 for undergraduates and divided by 12 for graduate students.

See Also: [Student Credit Units Taught](#)

[Student/Faculty Ratio](#)

Student/Faculty Ratio (Delaware Study)

Student full-time equivalent divided by faculty full-time equivalent as reported for the Delaware Study.

[Back to Table](#)

See Also: [Faculty FTE](#)

[Student FTE](#)

Unfilled Course Capacity

The average number of available seats in all 200 or higher courses in the program. This assumes that "full" is defined as 28 students so some courses are overfull. If the number in this category is 0, then the courses in the program are consistently full. If the number in this category is positive then students could be added to this program without needing to create additional sections of courses.

[Back to Table](#)

Unfunded Workload Units

Unfunded load is faculty load that is not covered by an equivalent number of student units. For example a course for which the faculty member is paid 4 units but the students only are given 3 units of credit.

[Back to Table](#)

Yield

The percentage of first-time freshman admits who enrolled.

[Back to Table](#)

See Also: [First-Time Freshman](#)



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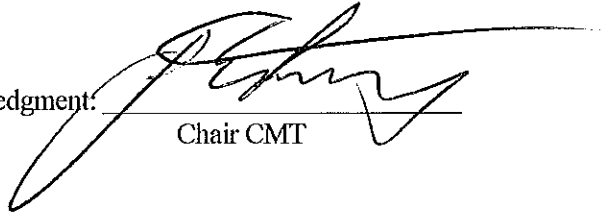
**Program Review
Committee**

To: Department Communications and Theater
From: Kerry Fulcher, Chair Program Review Committee
Date: 10-16-15
Re: Deferred Program Review Date

During their 10-16-15 meeting, the Program Review Committee discussed and approved your request to delay your scheduled program review. Given the unique circumstance of faculty turnover of 5 faculty due to retirement, death and departure, it seemed most prudent to the PR Committee to delay your 2015-16 scheduled program review for two years to the 17-18 academic year so that you can get a new staff in place and acclimated to the university. The PR Committee acknowledges that your department completed extensive review of your programs as part of the PLNU Program Prioritization process and that the CMT Prioritization report can stand as a proxy program review report until such time as the official review for the newly staffed department.

Please proceed with the planning and preparation for the staffing hires and assessment process with your college dean, Dr. Jim Daichendt, who will also guide you through the program review process in the 17-18 academic year.

Acknowledgment: _____


Chair CMT