

Communication Studies
Media Communication Assessment
2019-2020

Learning Outcome #1: Media Literacy Analysis Skills

Media Communication majors will demonstrate their understanding of media literacy knowledge and analytical skills.

Outcome Measures:

Means of Assessment: MC majors write a ten (10) page term paper which displays a knowledge of (and skills in) media literacy analysis* of a media message. This can be a film, TV show, set of commercials, a magazine, website, or some other message/set of messages. The first draft of the ten (10) page term paper is written in the *COM 1095 Media Literacy* course in media communication students' sophomore-junior year, and rewritten in the *COM 4022 Portfolio Construction* course in their senior year.

*On the rubric, the media literacy knowledge and analysis skills include the following dimensions: (1) The **cognitive dimension** includes the ability to describe factual background information about the message and messenger; (2) The **emotional-aesthetic** dimension includes ability to describe the artistry of the content and the emotional power of the message; and (3) The **moral-ethical** dimension includes the ability to describe the artistry of the content and potential effect of the message on individuals and society – especially considering a Christian worldview in the moral-ethical analysis of the message.

Criteria for Success:

The outcome goal is that all students (100%) will display an understanding of media literacy knowledge and analytical skills in all three (3) dimensions of media literacy analysis.

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

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

Longitudinal Data:

| Course | Semester | N | 4.0-4.9 Above Average <i>Benchmark</i> | 3.0-3.9 Average | 2.0-2.9 Below Average | 1.0- 1.9 Poor |
|---------|----------|----|---|--------------------|-----------------------------|---------------------|
| COM 422 | SP 2012 | X | | X | | |
| COM 422 | SP 2013 | X | | X | | |
| COM 422 | SP 2014 | 6 | | 6 | | |
| COM 422 | SP 2015 | 5 | | 5 | | |
| COM 422 | SP 2016 | 8 | | 7 | 1 | |
| COM 422 | SP 2017 | 10 | | 9 | 1 | |
| | SP2018 | | | | | |

| | | | | | | |
|----------|---------|----|---|---|---|--|
| COM 422 | SP 2019 | 14 | 9 | 4 | | |
| COM 4022 | SP 2020 | X | X | X | X | |

X = Missing

Note from Dr. Alan Hueth, 7.27.16: “These are missing because I was experimenting with assignments that would demonstrate students’ media literacy skills. I settled on a term paper during the 2013-14 school year, as I recall. Also, to date, I have not had a 5-point scale. However, I could create a four-point scale based on students’ paper grades. At this point, all the students had to do was to show that they could ‘demonstrate their understanding of media literacy knowledge and analytical skills’ based on the ‘Dimensions of Media Literacy’ chart (see the last page).

Conclusions Drawn from Data:

The outcome goal is that all students (100%) will display an understanding of media literacy knowledge and analytical skills.

The COM Studies Department has been significantly understaffed for the last several years, and the Media program that used to be led by two full time professors was reduced to one full time professor 5 years ago. That professor though did a thorough job of analyzing student growth and learning through bringing in a group of media experts from the community in the Spring of each year to review and assess the student projects. This past Spring those plans were not allowed to proceed with the shutting down of campus at the last moment, so no such data exists to base our assessment of Media Majors proficiency. Further complicating this situation is that this Professor has had to take a medical leave of absence for this past Fall (2020) and is retiring in Spring of 2021.

Changes to be Made Based on Data:

The COM Studies Department has been significantly understaffed for the last several years, and the Media program that used to be led by two full time professors was reduced to one full time professor 5 years ago. That professor though did a thorough job of analyzing student growth and learning through bringing in a group of media experts from the community in the Spring of each year to review and assess the student projects. This past Spring those plans were not allowed to proceed with the shutting down of campus at the last moment, so no such data exists to base our assessment of Media Majors proficiency. Further complicating this situation is that this Professor has had to take a medical leave of absence for this past Fall (2020) and is retiring in Spring of 2021.

We will continue to emphasize the importance of understanding and applying media literacy analysis skills.

Rubric Used: Please see the “Dimensions of Media Literacy” rubric below.

| DIMENSIONS OF MEDIA LITERACY | | | |
|--|---|---|---|
| COGNITIVE DIMENSION | AESTHETIC DIMENSION | EMOTIONAL DIMENSION | MORAL/ETHICAL DIMENSION |
| <p>BACKGROUND INFORMATION</p> <p>The medium (tv show, movie, book, song, internet site, etc.)</p> <p>The genre (eg. action adventure movie, music video, hip-hop vs. rock music, sit-com, etc.)</p> <p>Who made it and/or is in it? ETHOS For film: who was the writer, producer, director, actor, etc. For tv show (of any type—sit com, drama, commercial, etc.): same For music: writer and performer</p> <p>Intended purpose of the message...why made? (to inform, entertain, persuade, and any other purposes—financial, political, social, etc.?)</p> <p>When was it made (month or year)?</p> <p>When shown and what source? (eg. shown on TV on MSNBC at 5-6pm on 1/26/16)</p> <p>Budget—how much did it cost to make?</p> <p>How much money made, ratings, etc.? (box office, music-downloads, Nielsen ratings-TV or radio, online: # hits, purchases, etc.)</p> <p>Principle/target audience?</p> | <p>CONTENT & ARTISTRY</p> <p>TV/film: story/scriptwriting and structure of the message, directing techniques, camera techniques, performance, editing techniques, graphics, production design/art direction (lighting), sound (music, sound FX, NAT sound), settings, special FX (visual), tone, etc. Music: lyrics, rhythm, pace, instrumentals, performance, tone, etc.</p> <p>Novel/Short Story: the plot/story, character(s), writing style, imagery, tone, etc.</p> <p>Internet site: color, imagery, fonts, language, etc.</p> | <p>TECHNIQUES TO ELICIT EMOTIONAL RESPONSES IN AUDIENCE</p> <p>What type of conflict is evident in the message? How is the conflict made evident/shown in the message? AESTHETIC Person vs. Person Person vs. Group Person vs. Nature Person vs. Self</p> <p>How is PATHOS elicited?</p> <p>Pity—how does the message cause you to have a sympathetic, empathetic, and/or antipathetic response to the message? Through the characters, story/plot, diction, etc. (AESTHETICS), or through propaganda techniques (transfer, bandwagon, slogan, music, etc.)? Who is/are the protagonist(s) – the “good guys” and who is/are the “antagonist(s)?”</p> <p>Fear—how does the message cause you to and wonder “what’s going to happen next?!”</p> | <p>MESSAGE’S MORALITY & ETHICS</p> <p>What is the underlying message(s)—based on the premise(s) and evident conclusion? Logic/LOGOS</p> <p>What values are evident and celebrated/glorified AND/OR demeaned in the message?</p> <p>What loyalties are evident and celebrated/glorified AND/OR demeaned in the message?</p> <p>What ethical principles are relevant to and support OR oppose-contradict the moral-ethical conclusions of the message?</p> <p>Virtue Ethics (Aristotle & Buddhism) Categorical Imperative Ethics (Kant) Utilitarian Ethics (Bentham & Mill) Egalitarian Ethics (Rawls) Persons as Ends & Agape Love Ethic (Jesus Christ)</p> |

Communication Studies

Learning Outcomes #2: Scriptwriting Skills

Media Communication majors will demonstrate scriptwriting skills for radio, TV, film, internet, church media, and/or corporate media industries.

Outcome Measures:

MC majors create an audition “reel” of their best scripts which have been produced. These program scripts are produced and aired on the *Point TV* Vimeo or YouTube or Point TV websites. Some produced script projects are submitted into competitive local, regional, and/or national student TV/film/media festivals. Samples of programs utilizing student’s scripts are presented to working, local, San Diego media professionals, who rate them as outstanding to poor—on the basis of an “entry-level professional beginning work in the TV or film media.”

Criteria for Success:

The outcome goal is that 2/3rds of the total number of students who submit their scriptwriting work will be rated average (3.0) or above in their chosen area of expertise.

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

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

Longitudinal Data:

| Media PLO 2: Scriptwriting Skills | | | | | | | |
|-----------------------------------|----------|---|---------------|---------------------------------|-----------------|-----------------------|--------------|
| Course | Semester | N | 5 Outstanding | 4.0-4.9 Above Average Benchmark | 3.0-3.9 Average | 2.0-2.9 Below Average | 1.0-1.9 Poor |
| COM 422 | SP 2014 | 4 | | | 1* | 3* | |
| COM 422 | SP 2015 | 4 | | | | 4* | |
| COM 422 | SP 2016 | 4 | | 1 | 3 | | |
| COM 422 | SP 2017 | 2 | | | 2 | | |
| COM 422 | SP 2019 | 5 | | 2 | 3 | | |
| COM 4022 | SP 2020 | X | | X | X | | |

*2.5 benchmark for SP 2015; scale of 1 to 4.

X = Missing

Conclusions Drawn from Data:

The COM Studies Department has been significantly understaffed for the last several years, and the Media program that used to be led by two full time professors was reduced to one full time professor 5 years ago. That professor though did a thorough job of analyzing student growth and learning through bringing in a group of media experts from the community in the Spring of each year to review and assess the student projects. This past Spring those plans were not allowed to proceed with the shutting down of campus at the last moment, so no such data exists to base our assessment of Media Majors proficiency. Further complicating this situation is that this Professor has had to take a medical leave of absence for this past Fall (2020) and is retiring in Spring of 2021.

Changes to be Made Based on Data:

There is no current basis for suggesting new changes and strong support for past support for the success of our Media Program. The most important step will be to find a strong replacement for our recently retired full time Media Professor to assure the continued success of students in this important arena.

Rubric Used: Please see the “TV/Film Scriptwriting” rubric below.

Assessment:
TV/Film Scriptwriting
Spring 2020

Student Name:

Program Title:

Judge #: _____

Please evaluate the following areas in which this student was involved in the project you are about to see. Your evaluation should be based on the following: how the work ranks for “an entry-level employee beginning work in television or film”—as per guidelines.

Creative Conceptual Approach

Comments:

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Below-Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Creative Visualization

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Narration/Dialogue

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Story Structure

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Story Clarity

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Communication Studies

Learning Outcome #3: Production Skills

Media Communication majors will demonstrate production skills in radio, TV, film, internet, church media, and/or corporate media industries.

Outcome Measures:

MC majors create an audition reel which includes complete programs-examples of their best film and television work in which they had a substantial role in production. The student roles in production this year included directing, camera, director of photography (DP which includes camera and lighting), lighting, sound, graphics, set design, and/or editing. These projects air on the Point TV Vimeo or YouTube channels. Some projects are occasionally submitted to competitive local, regional, or national student TV/film/media festivals. These samples of student’s production work are presented to working, local, San Diego media professionals, who rate them as outstanding to poor—on the basis of an entry-level professional beginning work in the different media.

Criteria for Success:

The outcome goal is that 2/3^{rds} of students evaluated for production skills will be rated average (3.0) or above in their chosen area(s) of expertise.

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

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

Longitudinal Data:

| Media PLO 3: Production Skills | | | | | | | |
|--------------------------------|------------|----|------------------|---|--------------------|-----------------------------|-----------------|
| Course | Semester | N | 5 Outstanding | 4.0-4.9 Above Average <i>Benchmark</i> | 3.0-3.9 Average | 2.0-2.9 Below Average | 1.0-1.9 Poor |
| COM 422 | SP 2014 | 7 | | | 2 | 4* | |
| COM 422 | SP 2015 | 5 | | | | 5* | |
| COM 422 | SP 2016 | 7 | | 1 | 6 | | |
| COM 422 | SP 2017 | 7 | | 3 | 5 | | |
| COM 422 | SP 2019 | 14 | | | | | |

| | | | | | | | |
|---------------------|--------------------|----------|--|----------|----------|--|--|
| COM 4022 | SP 2020 | X | | X | X | | |
|---------------------|--------------------|----------|--|----------|----------|--|--|

*2.5 benchmark for SP 2015; scale of 1 to 4. 2 out of 5 met 2.5 benchmark.

Note: In 2014, one student scored 2.3, 0.2 below 2.5 benchmark.

X = Missing

Conclusions Drawn from Data:

The COM Studies Department has been significantly understaffed for the last several years, and the Media program that used to be led by two full time professors was reduced to one full time professor 5 years ago. That professor though did a thorough job of analyzing student growth and learning through bringing in a group of media experts from the community in the Spring of each year to review and assess the student projects. This past Spring those plans were not allowed to proceed with the shutting down of campus at the last moment, so no such data exists to base our assessment of Media Majors proficiency. Further complicating this situation is that this Professor has had to take a medical leave of absence for this past Fall (2020) and is retiring in Spring of 2021.

Changes to be Made Based on Data:

The findings reveal that the student success rate above can be attributed to students’ strong interest in their select professional roles. We will continue to emphasize the importance of mastering the fundamentals of production in all of our production courses.

And as mentioned above the top challenge will be to replace our recently retired Full Time Media Professor with a strong new department member to take his place.

Rubrics Used: Please see the “TV/Film Production” rubric below.

Assessment:
TV/Film Production
Spring 2020

Student Name: _____ Program Title: _____ Judge #: _____

Please evaluate the following areas in which this student was involved in the project you are about to see. Your evaluation should be based on the following: how the work ranks for “an entry-level employee beginning work in television or film”—as per guidelines.

- Producing:**
- _____ 1 Poor
 - _____ 2 Below-Average
 - _____ 3 Average
 - _____ 4 Above-Average
 - _____ 5 Outstanding

Comments:

Directing

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Camera Operation & Technique:

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Lighting

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Sound

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Sets & Design

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Graphics

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Editing

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

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Learning Outcome #4: Performance Skills

Media Communication majors will demonstrate performance skills in radio, TV, film, internet, church media, and/or corporate media industries.

Outcome Measures:

MC majors create an audition reel which includes complete programs-examples of their best film and television performance work – as an actor, show host, or news reporter/anchor. This also includes serving as on-camera or voice-over talent as a narrator or actor. These projects air on the *Point TV* website or the *Point TV* Vimeo or YouTube websites. Some are occasionally submitted to competitive local, regional, or national student TV/film/media festivals. Samples of student’s performance work are presented to working, local, San Diego media professionals, who rate them as outstanding to poor – on the basis of an entry-level professional beginning work in the different media.

Criteria for Success:

The outcome goal is that 2/3rds of students evaluated for performance skills will be rated average (3.0) or above in their performance skills.

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

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

Longitudinal Data:

| Course | Semester | N | 4.0-4.9 | 3.0-3.9 | 2.0-2.9 2.5 = <i>Benchmark</i> | 1.0-1.9 |
|----------|----------|-----|---------|---------|--------------------------------------|---------|
| COM 422 | SP 2012 | X | | | | |
| COM 422 | SP 2013 | X | | | | |
| COM 422 | SP 2014 | 3 | | | 3 (1 student < 2.5) | |
| COM 422 | SP 2015 | 4 | | | 4 (2 students < 2.5) | |
| COM 422 | SP 2016 | N/A | N/A | N/A | N/A | N/A |
| COM 422 | SP 2017 | N/A | N/A | N/A | N/A | N/A |
| COM 422 | SP 2019 | 4 | 3 | 1 | | |
| COM 4022 | SP 2020 | X | X | X | | |

X = Missing

Conclusions Drawn from Data:

The outcome goal is that 2/3^{rds} of students evaluated for performance skills will be rated average (3.0) or above in their performance skills. Each PLO need not be reported on each year, and for the reasons mentioned above this year's report does not have new data to add, so the previous PLO description will remain.

Four (4) students submitted work for their performance skills. This is the highest rated group/cohort for performance. All of the students' cumulative scores were above 3.0, and ranged from 3.2 to 4.5.

Changes to be Made Based on Data:

This was the best cohort of performance students since we've been assessing student performance. We will continue to emphasize the importance of mastering the fundamentals of performance in all of our performance and production courses.

Rubrics Used: Please see the "TV/Film Performance" rubric below.

Assessment:
TV/Film Performance
Spring 2020

Student Name:

Program Title:

Judge #: _____

Please evaluate the following areas in which this student was involved in the project you are about to see. Your evaluation should be based on a comparison to **entry-level professional standards** of quality in TV/film performance.

Appropriate Appearance

Comments:

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Energy/Animation

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Movement

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Articulation

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Pacing & Rhythm

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

**Communication Studies
Media Communication Assessment
2019-2020**

Learning Outcome #5: Professional Socialization Skills

Media Communication majors will demonstrate professional socialization skills in a radio, TV, film, internet, church media, and/or corporate media industry internship.

Outcome Measures:

All MC majors are required to complete an internship with a cable, commercial, or public broadcast television or radio station, or film, or other media production company. Follow-up surveys with student’s internship supervisors are accomplished to determine overall preparation and competence in the following areas: attendance, patterns of behaviors, appearance, relationships with fellow workers, communication skills, and more specific job-related skills related to the student’s internship assignment.

Criteria for Success:

The average of all interns in a given year will be 4.0 or better on a 5.0 scale of attitude, ability to learn, quality of work, interpersonal relations, maturity/poise, quantity of work and judgment. The average of all interns will be 3.0 or better on the 4.0 scale on dependability and initiative.

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

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

Longitudinal Data:

| Media PLO 5: Professional Socialization Skills | | | | | | | |
|--|----------|----|------------------|--|--------------------|-----------------------------|-----------------|
| Course | Semester | N | 5 Outstanding | 4.0-4.9 Above Average Benchmark | 3.0-3.9 Average | 2.0-2.9 Below Average | 1.0-1.9 Poor |
| COM 421 | SP 2012 | 9 | | 9 | | | |
| COM 421 | SP 2013 | X | | | | | |
| COM 421 | SP 2014 | 5 | | 5 | | | |
| COM 421 | SP 2015 | 5 | | 5 | | | |
| COM 421 | SP 2016 | 7 | | 5 | 2 | | |
| COM 421 | SP 2017 | 10 | | 8 | | | |
| COM 421 | SP 2019 | 8 | | 8 | | | |
| COM 4021 | SP 2020 | 14 | | 14 | | | |

X = Missing

Conclusions Drawn from Data:

The data for this outcome was provided through internship supervisor evaluations. Students had above-average to outstanding scores...with averages from 4.0 to 4.7 on both the scales of attitude, ability to learn, etc. AND the scale of dependability and initiative.

Changes to be Made Based on Data:

We are going to continue to emphasize the importance of “soft skills/aptitudes” (initiative, relations, and work-ethic), etc.

Rubric Used: Please see the “Supervisor’s Evaluation” rubric below.

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

Student’s Name:

Faculty Sponsor:

Supervisor's Name:

Location:

INSTRUCTIONS: Evaluate the intern with other students of comparable academic level, with other personnel assigned the same or similarly classified duties, or with individual standards.

Remarks are particularly helpful. Check one item in each section that best describes the intern.

ATTITUDE

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

DEPENDABILITY

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

QUALITY OF WORK

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

MATURITY/POISE

- Quite poised and confident
- Has self-assurance

- Average maturity and poised
- Seldom asserts himself/herself
- Timid Brash

JUDGMENT

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

ABILITY TO LEARN

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

INITIATIVE

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

RELATIONS/OTHERS

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

QUANTITY OF WORK

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

ATTENDANCE Regular Irregular

PUNCTUALITY Regular Irregular

OVER-ALL PERFORMANCE (Circle One)

Outstanding Very Good Average Marginal Unsatisfactory

The student's outstanding personal qualities are:

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

The student's outstanding professional qualities are:

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

Additional Remarks:

This report has been discussed with the student: Yes No

Mailing address to return form: Dr. Melissa Newman, Department of Communication Studies Point Loma Nazarene University 3900 Lomaland Drive San Diego, CA 92106.

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