

COMMUNICATION STUDIES
General Communication Assessment
2019-2020

Learning Outcome #1:

Learn basic theory and application or performance skills about and within the discipline of communication.

Outcome Measure(s): Rubric for *COM 4065 Communication Theories and Research* “pitch.” Students “pitch” their project ideas to the class using a modified Monroe’s Motivational Sequence. Assignment description: *In this presentation, you will have 2-4 minutes to pitch your idea for an original research project to your classmates. You should imagine your classmates are investors who are most likely to support a project that is reasonable to complete and fits a scholarly need or gap in existing communication literature.*

Criteria for Success: 70% good or excellent.

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:

General Communication PLO 1	15-16 N=20	FA17 N=10	SP18 N=32	FA18 N=9	SP19 N=3	FA19 N=3	SP20 N=5
% of students scoring Good or Excellent	90%	80%	84%	44%	0%	33%	0%

Conclusions Drawn from Data: Students are not achieving or exceeding the benchmark, yet the numbers of students sampled are so low as to be of little worth or meaning at a statistical level. Additionally the Department recently went through a significant program revision and this course is no longer required of COM majors . So we should look to an alternative course to find pertinent statistical assessment data for future years.

Changes to be Made Based on Data: Gen Com major should continue to monitor the data as it rebuilds a robust assessment system, with a particular goal of finding a better course from which to draw such statistical assessment data. Options might include Persuasion or Argumentation and Debate in order to meet the stated objectives of this measure.

Rubric Used: See COM 4065 Project Proposal and Project Pitch Evaluation Form below.

Project Proposal

In this presentation, you will have 2-4 minutes to pitch your idea for an original research project to your classmates. You should imagine your classmates are investors who are most likely to support a project that is reasonable to complete and fits a scholarly need or gap in existing communication literature. The “pitch” should include the following:

- 1) An “attention getter” that engages your classmates and persuades them to listen to your presentation.
- 2) An explanation of the need for this study which may include answers to the following questions:
Research goals: What problem(s) will the study address, and why is it important to address this? What intellectual, practical, or personal goals will this study attempt to accomplish?
Conceptual framework: What are the most important theories, ideas, and knowledge (personal and scholarly) that inform this study? How have these shaped the study? What do we not know that your study will address?
Research questions/Hypotheses: What do you want to learn by doing this study? What are your independent and dependent variables?
- 3) An explanation of how your study will satisfy the need you’ve outlined which may include answers to the following questions:
Site and participant selection: What setting(s) will you study, and/or what individuals will you include in your study?
Validity: What do you see as the most important potential threats to the validity of your conclusions? What will you do to address these? What limitations on generalizability do you see?
- 4) A visualization of what the process would look like if someone joined your team
Data collection: How do you plan to collect your data and what data will you collect? How will these data enable you to answer your research questions/hypotheses?
Data analysis: What strategies and techniques will you use to make sense of your data? Why have you chosen these?
Timeline: What are the major segments of your project (including research, data gathering, IRB approval, writing, data input, statistical analysis, etc.) and when will they be accomplished?
- 5) A visualization of what you’d like your group composition and commitment level to be
Size: How many coauthors do you need to accomplish this study?
Skills: What are you strongest in? What skills are you hoping other team members bring to the project?
Commitment: Will this project be the only one you have to worry about this semester? Are you juggling an internship and a puppy while enrolled in 465? Be clear with potential investors about how much you are able to commit to this study and let them know how much commitment you would expect from them.
- 6) A conclusion that summarizes your presentation and evokes your classmates to action.

Project Pitch Evaluation Form

Presenter _____

Score: _____ /100

5 Excellent

3 Competent

1 Needs Attention

Introduction: (___/20 pts)

Prepared to speak when called	5	4	3	2	1
Gained audience attention	5	4	3	2	1
Clear thesis statement	5	4	3	2	1
Preview of main points	5	4	3	2	1

Body: (___/50 pts)

Clearly articulated the need for the study	10	8	6	4	2
Explained how their study satisfies the need	10	8	6	4	2
Presented clear steps for proceeding on project	10	8	6	4	2
Provided strong evidence to support claims	10	8	6	4	2
Included smooth transitions between points	10	8	6	4	2

Conclusion: (___/10pts)

Clearly reviewed main points	5	4	3	2	1
Provided memorable closure/clincher	5	4	3	2	1

Delivery: (___/20 pts)

Used appropriate nonverbal communication (eye contact, facial expressions, attire)	5	4	3	2	1
Used clear/articulate/descriptive language /	5	4	3	2	1
Language/vocal style (rate; free of 'fillers')	5	4	3	2	1
Showed energy/enthusiasm for topic	5	4	3	2	1

___ Met Time Limits (up to 5 pts deducted)

COMMUNICATION STUDIES

Learning Outcome #2:

Use communication competently in a variety of complex environmental and social contexts.

Outcome Measure(s): Rubric for *COM 3030 Persuasion Advertisement Analysis*. Assignment description: *Students select and analyze one advertisement (either a static image/text or a video) and develop an argument which answers the question, “How does this advertisement work persuasively?” Students consult their course text to identify the persuasive strategies used in the advertisement and evaluate whether or not the advertisement was successful in meeting its persuasive goals.*

Criteria for Success: 70% at good or excellent

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:

General Communication PLO 2		FA19 N=29	SP20 N=23	FA20 N=	SP21 N=
% of students scoring Good or Excellent	No data available for the past few years due to faculty transitions and leaves of absence	86.9%	87%		

Conclusions Drawn from Data: Students are achieving or exceeding the benchmark.

Changes to be Made Based on Data: Gen Com major should continue to monitor the data as it rebuilds a robust assessment system. The department has many new professors in place this year, and can begin drawing from other classes for salient support data for assessment for future years.

Rubric Used: Ad Analysis Presentation Rubric (see below).

**Ad Analysis Presentation Rubric
Com 3030**

Name: _____

Introduction:

- The presenter began with an “attention getter” (Please no: “Hi, my name is . . .)
- The presenter introduced the ad and why it is worthy of study.
- The presenter shared a thesis statement that answers the question, “how does this advertisement work persuasively?”

Body - Analysis and Critique:

- The presenter shared at least three different theories/concepts (persuasive strategies) from the text and thoughtfully applied them to the ad. (These are the main points of your presentation.)
- The presenter shared outside research (four oral citations) to support these persuasive strategies.
- The presenter clearly pointed to where they saw these strategies being communicated within the ad. The presenter helped the audience to “see” or “hear” what they mean.
- The presenter made significant attempts to pay attention to detail and “dig beneath the surface,” contributing insights that may not be immediately seen by a general audience.

Conclusion:

- The presenter summarized the persuasive strategies used in the advertisement.
- The presenter briefly evaluated whether the ad was successful in meeting its persuasive goals.
- The presenter employed a “clincher” - an interesting, thoughtful statement to conclude the presentation (please no: “well, that’s it . . .)

Visuals:

- The presenter used slides to share the advertisement and the main conclusions of their paper.
- Visuals were thoughtfully put together, engaging, and easy to read.
- Text on the slides was limited.
- Final slide is the Works Cited in APA format.

Preparation:

- It was evident that the presenter thoughtfully prepared and practiced the presentation.
- The presenter was early to class and prepared to speak on the presentation day.

Timing:

- The presenter stayed within the time frame allotted for the presentation (9-10 minutes).
- When showing the artifact, the presenter kept this portion to 2.5 minutes or less.

Style:

- The presenter spoke with appropriate volume and rate.
- The presenter used strong eye contact to engage the audience.
- The presenter spoke from (but did not *read* word-for word from) notes/slides.

Comments:

_____/100

Ad Analysis Presentation Guidelines

Com 3030

For your final project in this course, you will select and analyze one advertisement (either a static image/text or a video) and present it to the class. Using your text to identify and evaluate the advertisement's use of persuasive strategies, your main goal in this presentation is to develop an argument which answers the question, "how does this advertisement work persuasively?"

Presentation Guidelines: (100 points)

- *I will be looking for a high level of attention to detail in the analysis of your advertisement, and depth and thoughtfulness in your critique.*
- *Your presentation should be 9 - 10 minutes in length*
- *In your presentation, please share: your advertisement, your main conclusions from your analysis including the persuasive strategies that you have identified from the Gass & Seiter text, and your outside research.*
- *Choose **at least three different theories/concepts from the Gass & Seiter text** and apply them to your advertisement. Explain these theories/concepts in your presentation and use them to discuss what the advertisement is attempting to accomplish and how it is communicating persuasively. In other words, you are using your text to help you identify the persuasive strategies in this advertisement.*
- *In addition to using the Gass & Seiter text, please **orally cite at least four additional (credible and academic) sources** to add to your discussion. These sources should extend the theories/concepts that you are drawing out from the Gass & Seiter text.*
- *At the end of your presentation, please evaluate whether or not the advertisement was successful in meeting its persuasive goal(s) and *why*.*
- *Your presentation should include Powerpoint slides with limited text and professional/engaging visual elements that enhance your verbal message.*

You will submit your slides to Canvas before your presentation.

- *Your final slide will be a works cited page with a list of your outside sources used in the presentation cited in APA format.*
- *If your ad is a video clip, please limit the clip to be shown in your presentation to no more than 2 ½ minutes.*

A grading rubric for the presentation will be given in class before your speaking date.

COMMUNICATION STUDIES

Learning Outcomes #3:

Participate in the disciplines of communication in the collective community around them.

Outcome Measure(s): Rubric for *COM 4021 Internship in Communication*

Criteria for Success: 70% at or above 3.0 out of 5.0

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:

General Communication PLO 3	16-17 N=3	17-18 N=9	18-19 N=5	19-20 N=13	20-21 N=
% of students scoring 3.0 out of 5.0	100%	100%	100%	100%	

Conclusions Drawn from Data: Students are achieving or exceeding the benchmark.

Changes to be Made Based on Data: The Gen Com major should continue the excellent work in PLO 3 (COM 4021 Internship in Communication), i.e. participating in the disciplines of communication in the collective community. No changes planned for the next academic year.

Rubric Used: Please see Supervisor Evaluation form 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