

COMMUNICATION STUDIES
Organizational Communication Assessment 2022-2023
(PLOs 4, 5, & 6)

Learning Outcome #4:

Demonstrate an ability to present themselves in a professional manner including resume, interview skills and presentation.

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

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

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

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

Longitudinal Data:

SU 22, FA 22, SP 23 COM 4021 Internship in Communication ~ Aggregate Data N=13			
Scale = 5.0 highest, 1.0 lowest			
PLO 4 Category	Score Totals	N = 13 students	Score Averages
ATTITUDE	63		4.84
DEPENDABILITY	63		4.84
QUALITY OF WORK	64		4.92
MATURITY/POISE	62		4.76
JUDGMENT	62		4.76
ABILITY TO LEARN	63		4.84
INITIATIVE	61		4.69
RELATIONS/OTHERS	62		4.76
QUANTITY OF WORK	56		4.30

Average Total for All COM Dept Majors =4.5

Average Total for ORG COM Majors = 4.7

Average Total for COM STU Majors = 4.4

Average Total for MEDIA Majors =4.7

Conclusions Drawn from Data:

The data collected from internship site supervisors gives insight to the areas of specialized knowledge, broad integrative knowledge and applied/collaborative learning. The overall scores indicate our students excel at presenting themselves in a professional manner as they are well above the success criteria. PLNU students are highly regarded in the internship community and many receive job offers at the conclusion of their internship. This is further cultivated by their participation in the portfolio course (COM 4022), where they finalize their written job materials and execute a personal presentation reflective of their learning experience.

Rubric Used:

**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

This form is sent to site supervisors via Google Forms.

ORGANIZATIONAL COMMUNICATION

Learning Outcome #5:

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

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

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

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

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

Longitudinal Data:

SU 22, FA 22, SP 23 COM 4021 Internship in Communication ~ Aggregate Data N=13			
Scale = 5.0 highest, 1.0 lowest			
PLO 5 Category	Score Totals	N = 13 students	Score Averages
ATTITUDE	63		4.84
DEPENDABILITY	63		4.84
QUALITY OF WORK	64		4.92
MATURITY/POISE	62		4.76
JUDGMENT	62		4.76
ABILITY TO LEARN	63		4.84
INITIATIVE	61		4.69
RELATIONS/OTHERS	62		4.76
QUANTITY OF WORK	56		4.30

Average Total for All COM Dept Majors = 4.5

Average Total for ORG COM Majors = 4.7

Average Total for COM STU Majors = 4.4

Average Total for MEDIA Majors = 4.7

Conclusions Drawn from Data:

The data shows our students do well working in groups. The program scaffolds courses so students are consistently learning about group and team theory/functions and then execute that knowledge in a multitude of classes. This data reflects that work in an exterior setting which is helpful in understanding if the academics are translating effectively in the workplace.

Changes to be Made Based on Data:

The internship site supervisor should be asked if there was actual work done in a group/team setting and in what modality. Since the pandemic, more internships are offered remotely and that requires a

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unique skill set. Updating our rubric will help us better assess the students' ability to work in virtual teams as well as in-person.

Rubric Used: Please see PLO4

ORGANIZATIONAL COMMUNICATION

Organizational Communication Learning Outcome #6:

Students will analyze and conduct original communication research (quantitative and qualitative) using scholarly journals, data bases, and collecting and analyzing empirical data.

Outcome Measure(s): Rubric for *COM 2065* Research Proposal

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

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

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

Data:

	Unacceptable	Fair	Good	Above Average	Exceptional
Range	< or =9	10-21	22-39	40-51	> or = 52
2019-2020 # of Students in cat (N=23)	0	1	14	8	0
Range	< or =59%	60-69%	70-79%	80-89%	> or = 90%
2022-2023 # of Students in cat (N=12)	0	0	2	4	6

Conclusions Drawn from Data: Student projects achieved the success criteria with all submissions assessed at or above success criteria.

Changes to be Made Based on Data:

Prior assessment of this data suggested a few changes and the results of those changes are elaborated on below:

-The score ranges could be reconsidered

The previous score ranges used ordinal but unequal categories modeled after a bell curve. This year’s data uses the more common percentage scores with “A”s being exceptional, “B”s being above average, and so on.

-Students were underperforming in the “Methods/Limitations” portion of the assignment

In previous semester, formative assessments indicated students were familiar with methodological concepts but putting them into writing was a struggle. The instructor has increased attention paid to transitioning from knowing what terms mean to how they are used in research. As a result, an annotated bibliography assignment was replaced with an assignment that requires students to do “pre-annotation” work, answering questions such as “what method did the author use?”, “how did the author define key terms?”, and “what did the author say future research could improve on?” Additionally, an outline for both the literature review and methods sections have been provided for students. They are still responsible for putting skin onto the skeleton and they are much more successful when the structure is provided instead of hoping they learn the structure of academic articles, in the first class many encounter them, through mere exposure to them.

One recommendation remains unaddressed.

The outcome is double-barreled and expects students to analyze and **conduct research**. The current curriculum requires research to be conducted at the 4000 level but it is done so in groups, making it difficult to assess the individual accomplishment of the objective. Discussions about the goal and measurement of this PLO should be ongoing.

Perhaps additional focus could be spent emphasizing the standards for **writing** Method sections, in addition to be able to recognize or compare methods.

Rubric Used: COM2065 RESEARCH PROPOSAL GRADING SHEET

Grading Scale:

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

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form?

(<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

INTRODUCTION/RATIONALE:

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

1 2 3 4 5 6 7 8 9

LITERATURE REVIEW:

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

1 2 3 4 5 6 7 8 9

METHOD/LIMITATIONS:

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

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

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

1 2 3 4 5 6 7 8 9