Assessment Plan: Undergraduate Major in Broadcast News

The purpose of these assessments is to create consensus on our departmental goals, to provide information to the faculty concerning the educational effectiveness of our curriculum, and to identify areas of improvement and excellence. The assessment plans were created by and are implemented by departmental faculty.

A. Learning Outcomes for Broadcast News Majors

Our mission is to hone the critical faculties, creative talents, and ethical perspectives of future communication leaders. Students majoring in broadcast news should have:

1. A knowledge of the concepts and processes involved in the creation of broadcast news.

2. A knowledge of the role of news in society.

3. The ability to communicate effectively information and ideas in a broadcast news format.

Specifically, upon graduation a student should be able to:

1. Students will be able to collect, analyze, and report information; evaluate professional issues; and define and offer solutions to relevant problems.

2. The broadcast news major should be able to identify and evaluate the structural, regulatory, and ethical issues involved in the news business.

3. The broadcast news major should be able to generate a professional level broadcast news package, including to collect and analyze information, write and produce professional material, and be able to critically analyze the results.

B. Assessment methods

The following assessment methods will be used to measure the extent to which the department in accomplishing its learning outcomes.

1. Portfolio Analysis. Telecommunication arts majors prepare a portfolio of their best work. These portfolios were evaluated by faculty in the
emphasis area for their organization, clarity, creativity, and professionalism.

2. Capstone projects. Students conduct a project that requires them to analyze and synthesis their accumulated learning in the production of a professional product. These works are judged by faculty for organization, clarity, aesthetics, thoroughness, and other criteria pertaining to effective communication.

3. Internship: Students apply knowledge and skills they have learning in an internship experience. Internship advisors respond to an evaluation request addressing how particular learning outcomes may have or have not been met.

4. Course evaluation analysis. Course evaluations will be examined to assess student's perception of the utility and relevance of courses for the student, as well as the level of intellectual challenge.

5. Exit Survey: A survey of graduating seniors will assess students' response to the major program, teaching effectiveness, and the preparation of student's for the professional world.

6. Alumni Survey: A survey of recent graduate to assess effectiveness of the program for alums as they negotiate their early-stage career.

7. Professional Survey: In conjunction with internship evaluations, this professional survey will allow us to assess employer satisfaction with our majors, as well as general information about the educational strengths and weaknesses of entering employees.

C. Implementation

Data will be collected in a three-year cycle, as described below.

Year One:
Internship
Portfolio Analysis
Capstone Project
Course Evaluations
Exit Survey
Year Two:

Internship
Portfolio Analysis
Capstone Projects
Course Evaluations
Alumni Survey

Year Three:

Internship
Portfolio Analysis
Capstone Projects
Course Evaluations
Professional survey

D. Refinement and Use of Assessment Data

Faculty will jointly develop assessment practices. Each faculty member will be involved in implementing assessment practices within their own courses, as relevant. A committee will analyze data and report to the faculty as a whole on the findings. The committee and faculty will use these findings to suggest recommendation for enhancing assessment and curriculum.