Assurance of Student Learning 2018-2019	
Potter College of Arts and Letters	School of Media
Broadcast Communication BCOM 720	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.			
Student Learning Outcome 1: Demonstrate an understanding of professional ethical principles and how to work ethically in pursuit of truth, accuracy, fairness and diversity			
Instrument 1	**Direct: Analysis of Capstone Projects**		
Instrument 2			
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		**Met**	**Not Met**
Student Learning Outcome 2: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications			
Instrument 1	**Direct: Analysis of Capstone Projects**		
Instrument 2			
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		**Met**	**Not Met**
Student Learning Outcome 3: Apply tools and technologies appropriate for the communications professions in which they work, and to understand the digital world			
Instrument 1	**Direct: Analysis of Capstone Projects**		
Instrument 2			
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		**Met**	**Not Met**
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			
This program needs to revise its assessment practices. We expect to have new strategies in place by the time we collect the 19-20 data.			

Student Learning Outcome 1				
Student Learning Outcome	**Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity**			
Measurement Instrument 1	**Each student in our Capstones must create projects based on the principles they learned during their time in the Broadcast Communication program. Although the projects are disseminated on a multitude of platforms (radio, television, online), each one must be professional and ethical while reflecting the diversity of the community.**			
Criteria for Student Success	Students must provide projects that are at a professional level which can ultimately lead to employment to their area of the Broadcasting industry.			
Program Success Target for this Measurement	100%	**Percent of Program Achieving Target**	100%	
Methods	The number of students who have taken and successfully completed the capstone courses are reflected in these numbers.			
Measurement Instrument 2				
Criteria for Student Success				
Program Success Target for this Measurement		**Percent of Program Achieving Target**		
Methods				
Measurement Instrument 3				
Criteria for Student Success				
Program Success Target for this Measurement		**Percent of Program Achieving Target**		
Methods				

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	**Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

This assessment is not very useful. The student learning outcome is measurable, and the use of the Capstone project to assess learning is fine. However, for the next time we do this, we should do the following:

1. Identify how many students took part in the assessment and how they were chosen (if applicable).
2. Separate assessment of the project from grade for the project.
3. Develop a rubric that specifically assesses this SLO AND THIS SLO ONLY.
4. Have a committee of faculty assess the projects and assign scores using the rubric.
5. Average these scores.
6. Set a criterion for student success that is more nuanced (perhaps "pass" and "high pass.")
7. Select a program success target that is achievable, and yet allows for continuous improvement. (Perhaps X number with a pass, and Y number with a high pass)
8. Consider ways that the assessment data will help us make program decisions to ultimately improve outcomes.

We are developing a Qualtrics survey for both capstone students and alumni to help improve our statistical information. That survey will begin this semester, and will be a useful indirect measure of student learning.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

We need to land on effective assessment before we can close the loop.

Student Learning Outcome 2				
Student Learning Outcome	**Demonstrate an understanding of the history and role of professionals and institutions in shaping communications**			
Measurement Instrument 1	**Each student in our Capstones must create projects based on the principles they learned during their time in the Broadcast Communication program. Although the projects are disseminated on a multitude of platforms (radio, television, online), each one must be professional and ethical while reflecting the diversity of the community.**			
Criteria for Student Success	Students must provide projects that are at a professional level which can ultimately lead to employment to their area of the Broadcasting industry.			
Program Success Target for this Measurement	100%	**Percent of Program Achieving Target**	100%	
Methods	The number of students who have taken and successfully completed the capstone courses are reflected in these numbers.			
Measurement Instrument 2				
Criteria for Student Success				
Program Success Target for this Measurement		**Percent of Program Achieving Target**		
Methods				
Measurement Instrument 3				
Criteria for Student Success				
Program Success Target for this Measurement		**Percent of Program Achieving Target**		
Methods				
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			**Met**	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
This assessment is not very useful. The student learning outcome is measurable, and the use of the Capstone project to assess learning is fine. However, for the next time we do this, we should do the following: 1. Identify how many students took part in the assessment and how they were chosen (if applicable). 2. Separate assessment of the project from grade for the project. 3. Develop a rubric that specifically assesses this SLO AND THIS SLO ONLY. 4. Have a committee of faculty assess the projects and assign scores using the rubric. 5. Average these scores. 6. Set a criterion for student success that is more nuanced (perhaps “pass” and “high pass.”)				

7. Select a program success target that is achievable, and yet allows for continuous improvement. (Perhaps X number with a pass, and Y number with a high pass)
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Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

We need to land on effective assessment before we can close the loop.

Student Learning Outcome 3			
Student Learning Outcome	**Apply tools and technologies appropriate for the communications professions in which they work, and to understand the digital world**		
Measurement Instrument 1	**Each student in our Capstones must create projects based on the principles they learned during their time in the Broadcast Communication program. Although the projects are disseminated on a multitude of platforms (radio, television, online), each one must be professional and ethical while reflecting the diversity of the community.**		
Criteria for Student Success	Students must provide projects that are at a professional level which can ultimately lead to employment to their area of the Broadcasting industry.		
Program Success Target for this Measurement	100%	**Percent of Program Achieving Target**	100%
Methods	The number of students who have taken and successfully completed the capstone courses are reflected in these numbers.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	

Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		**Met**	**Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

This assessment is not very useful. The student learning outcome is measurable, and the use of the Capstone project to assess learning is fine. However, for the next time we do this, we should do the following:

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