

**Assurance of Student Learning
2019-2020**

Potter College of Arts and Letters

School of Media

Broadcast Communication (BCOM 726)

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 audio/video storytelling

Instrument 1 **Direct: Evaluation of Student-Produced Audio/Video Assignments**

Instrument 2 **Direct: Analysis of Capstone Portfolios**

Instrument 3 **Indirect: In-Class Peer Review**

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 role of professionals in the Broadcast Communications industry communications

Instrument 1 **Direct: Analysis of Capstone Portfolio**

Instrument 2 **Direct: Evaluation of Student Performance in the Field**

Instrument 3 **Indirect: In-Class Peer Review**

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Demonstrate an understanding of video production, audio acquisition, broadcast writing, and post-production

Instrument 1 **Direct: Analysis of Capstone Portfolios**

Instrument 2 **Direct: Evaluation of Studio and Field Performance**

Instrument 3 **Indirect: In-Class Peer Review**

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.)

Broadcast Communications in the School of Media at Western Kentucky University educates students on multiple platforms including radio, television, and online outlets. One key element of the program involves constant faculty and peer review taking place in the classroom. Students are required to produce professional materials and understand the importance of diverse communities and their audiences. Broadcasting has always adapted the program to continue to provide students with relevant information and training to create graduates ready to step into a career in the field. The program will continue to make those changes moving forward.

In 2017, the Broadcasting department reviewed its curriculum and ultimately changed all three tracks (radio operations, video production, and news) into a single line. That allowed BCOM majors to move within the major and not be restricted to one direction. The department will once again review the curriculum again in 2020.

The BCOM department is also developing a Qualtrics survey for both capstone students and alumni to help improve more statistical information for the department. That survey will begin this semester.

Student Learning Outcome 1

Student Learning Outcome	Demonstrate an understanding of professional audio/video storytelling		
Measurement Instrument 1	Direct: Evaluation of Student-Produced Audio/Video Assignments		
Criteria for Student Success	Professors provide a rubric for the class (BCOM 368) which mandates the highest standards for student work. Students routinely create content on campus, in Bowling Green, and throughout the region. Students earning a grade of A or B means success.		
Program Success Target for this Measurement	80% or Higher	Percent of Program Achieving Target	80%
Methods	Student storytelling is developed over the student’s tenure at the University. Each succeeding course provides a deeper understanding and creates new challenges for students to overcome. The program’s structure allows students to develop both video and audio storytelling. Faculty develop their own rubric to grade student audio/video assignments (the platforms are different, but the requirement of professional-level content does not change). That rubric is then translated into the standard letter grade system. This evaluation is based on the final grade students received in the classroom. The student sample rate is twenty-four (24), based on the enrollment number in the electronic news gathering course (BCOM 368).		
Measurement Instrument 2	Direct: Analysis of Capstone Portfolios		
Criteria for Student Success	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, ethical, and reflect the diversity of the community. Students earning a grade of A or B means success.		
Program Success Target for this Measurement	90% or Higher	Percent of Program Achieving Target	90%
Methods	The Broadcasting capstones all have a final portfolio due at the end of the class. That body of work is presented to the faculty and class for review and is upheld to professional standards. The student goes on to use that work for their transition into the field after graduation. Faculty develop their own rubric to grade student capstone portfolios (the platforms are different, but the requirement of professional-level content does not change). That rubric is then translated into the standard letter grade system. This evaluation is based on the final grade students received in the classroom. The student sample rate is eleven (11), based on the enrollment number in the capstone course (BCOM 465).		
Measurement Instrument 3	Indirect: In-Class Peer Review		
Criteria for Student Success	In every class, peer review is utilized by the faculty. Students provide feedback to their fellow classmates including constructive criticism. Students earning a grade of A or B means success.		
Program Success Target for this Measurement	80% or Higher	Percent of Program Achieving Target	80%
Methods	In News Discovery (BCOM 335), peer review is a graded portion of the class. Students are required to watch and listen to all		

	<p>content provided by the other students and provide critiques (they are graded for both participating and reviewing other students' work). Students learn from their own mistakes and by the mistakes of others. Faculty develop their own rubric to grade student-created content (the platforms are different, but the requirement of professional-level content does not change). That rubric is then translated into the standard letter grade system. This evaluation is based on the final grade students received in the classroom. The student sample rate is twenty (20), based on the enrollment number in the news discovery course (BCOM 335).</p>		
<p>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</p>		<p>Met</p>	<p>Not Met</p>
<p>Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)</p>			
<p>We are developing a Qualtrics survey for both capstone students and alumni to help improve our statistical information. That survey will begin this semester.</p>			
<p>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</p>			
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Student Learning Outcome 2

Student Learning Outcome	Demonstrate an understanding of the role of professionals in the Broadcast Communications industry communications		
Measurement Instrument 1	Direct: Analysis of Capstone Portfolios		
Criteria for Student Success	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, ethical, and reflect the diversity of the community. Students earning a grade of A or B means success.		
Program Success Target for this Measurement	90% or Higher	Percent of Program Achieving Target	90%
Methods	The Broadcasting capstones all have a final portfolio due at the end of the class. That body of work is presented to the faculty and class for review and is upheld to professional standards. The student goes on to use that work for their transition into the field after graduation. Faculty develop their own rubric to grade student capstone portfolios (the platforms are different, but the requirement of professional-level content does not change). That rubric is then translated into the standard letter grade system. This evaluation is based on the final grade students received in the classroom. The student sample rate is eleven (11), based on the enrollment number in the capstone course (BCOM 465).		
Measurement Instrument 2	Direct: Evaluation of Student Performance in the Field		
Criteria for Student Success	Faculty directly review student engagement in the field and critique student content both in class and one-on-one. Students are expected to gather materials in the field, log their content, write their script, and construct a coherent and meaningful story. These skills transfer directly into the professional world. Students earning a grade of A or B means success.		
Program Success Target for this Measurement	80% or Higher	Percent of Program Achieving Target	80%
Methods	Students in each course are required to engage, review, and create content both in the classroom and in the field. Faculty develop their own rubric to grade student content (the platforms are different, but the requirement of professional-level content does not change). That rubric is then translated into the standard letter grade system. This evaluation is based on the final grade students received in the classroom. The student sample rate is twenty-four (24), based on the enrollment number in the electronic news gathering course (BCOM 368).		
Measurement Instrument 3	Indirect: In-Class Peer Review		
Criteria for Student Success	In every class, peer review is utilized by the faculty. Students provide feedback to their fellow classmates including constructive criticism. Students earning a grade of A or B means success.		
Program Success Target for this Measurement	80% or Higher	Percent of Program Achieving Target	80%
Methods	In News Discovery (BCOM 335), peer review is a graded portion of the class. Students are required to watch and listen to all content provided by the other students and provide critiques (they are graded for both participating and reviewing other students' work). Students learn from their own mistakes and by the mistakes of others. Faculty develop their own rubric to grade student-created content (the platforms are different, but the requirement of professional-level content does not change). That rubric is then translated into the standard letter grade system. This evaluation is based on the final grade students received in the classroom. The student sample rate is twenty (20), based on the enrollment number in the news discovery course (BCOM 335).		
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.)
We are developing a Qualtrics survey for both capstone students and alumni to help improve our statistical information. That survey will begin this semester.
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Student Learning Outcome 3			
Student Learning Outcome	Demonstrate an understanding of video production, audio acquisition, broadcast writing, and post-production		
Measurement Instrument 1	Direct: Analysis of Capstone Portfolios		
Criteria for Student Success	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, ethical, and reflect the diversity of the community. Students earning a grade of A or B means success.		
Program Success Target for this Measurement	90% or Higher	Percent of Program Achieving Target	90%
Methods	The Broadcasting capstones all have a final portfolio due at the end of the class. That body of work is presented to the faculty and class for review and is upheld to professional standards. The student goes on to use that work for their transition into the field after graduation. Faculty develop their own rubric to grade student capstone portfolios (the platforms are different, but the requirement of professional-level content does not change). That rubric is then translated into the standard letter grade system. This evaluation is based on the final grade students received in the classroom. The student sample rate is eleven (11), based on the enrollment number in the capstone course (BCOM 465).		
Measurement Instrument 2	Direct: Evaluation of Studio and Field Performance		
Criteria for Student Success	When students write, shoot, or edit for the program, they are required by the department to create content that could air in the professional world. Students must display an understanding of the rules of production, post-production, and proper broadcast-style writing. Students earning a grade of A or B means success.		
Program Success Target for this Measurement	80% or Higher	Percent of Program Achieving Target	80%
Methods	Faculty provide rubrics for production, post-production, writing, and theory. Though each area holds a different rubric, all of the units come together to create a well-rounded broadcaster. Faculty develop their own rubric to grade student content (the platforms are different, but the requirement of professional-level content does not change). That rubric is then translated into the standard letter grade system. This evaluation is based on the final grade students received in the classroom. The student sample rate is twenty-four (24), based on the enrollment number in the electronic news gathering course (BCOM 368).		

Measurement Instrument 3	Indirect: In-Class Peer Review				
Criteria for Student Success	In every class, peer review is utilized by the faculty. Student's provide feedback to their fellow classmates including constructive criticism. Students earning a grade of A or B means success.				
Program Success Target for this Measurement	80% or Higher	Percent of Program Achieving Target	80%		
Methods	In News Discovery (BCOM 335), peer review is a graded portion of the class. Students are required to watch and listen to all content provided by the other students and provide critiques (they are graded for both participating and reviewing other students' work). Students learn from their own mistakes and by the mistakes of others. Faculty develop their own rubric to grade student-created content (the platforms are different, but the requirement of professional-level content does not change). That rubric is then translated into the standard letter grade system. This evaluation is based on the final grade students received in the classroom. The student sample rate is twenty (20), based on the enrollment number in the news discovery course (BCOM 335).				
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<table border="1"> <tr> <td>Met</td> <td>Not Met</td> </tr> </table>	Met	Not Met
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Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					
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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.)					