

Broadcast Journalism Major
Annual Assessment Report
2013-2014 Academic Year

Compiled by

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Assessment Plan Description (Please see LJML and CT Assessment Wheels)

- 1. Expanded Statement of Purpose or Program Mission Statement (Program Shared by Two Departments):** *This section includes the program mission statement or expanded statement of purpose.*

Department of Literature, Journalism, and Modern Language

Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJML department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation.

Department of Communication and Theater

The broadcast journalism (BJ) program at PLNU exists to reinforce and support the mission of the university, which is to teach and shape students in the creative, technical, and socialization areas of professional media preparation, and to send students into media industries. These have traditionally included radio and television broadcasting.

Historically, print and broadcast journalists have worked in “silos” as distinct segments of the industry. In recent years, the emergence of online communication has precipitated the idea of convergent journalism. From a professional standpoint, convergence is the practice of print and broadcast journalists using each other’s skills in the reporting and dissemination of news, specifically applied in a Web context.

In order to more closely emulate the profession, the BJ program at PLNU has undergone curricular changes that recognize the necessity of incorporating new media in journalism

courses. This has included introducing online components in a number of courses, such as in TV news production, and instituting a multimedia journalism course that brings together print, video and audio skills to produce online news content. In addition, the major includes trends in technology when training future journalists. For example, students need to understand the role of social networks and mobile media in news delivery.

2. Program Learning Outcomes (PLOs): *This section lists all the learning outcomes for the program. Keep in mind that these are the PLOs that will be submitted for catalog copy. (Where possible, show alignment to PLNU Institutional Learning Outcomes [ILOS]).*

The Broadcast Journalism major is a joint program between the Department of Communication & Theatre and the Department of Literature, Journalism and Modern Languages. The Program Learning Outcomes (PLOs) listed below were initially developed in a collaborative effort between Dr. Sue Atkins (LJML), prior to her retirement, and Dr. Clark Greer (Communication & Theatre) during spring semester 2011. In 2013, the PLOs were updated by Dr. Greer and Professor Stephen Goforth (LJML) to reflect WASC Core Competencies. Final revisions to wording were made in spring 2014 by Dr. Bettina Pedersen (LJML) to coincide with various elements of Bloom's taxonomy.

1. Identify (**Knowledge**) and articulate (**Comprehension & Synthesis**) the historical development, content, audiences and function of U.S. media. [**Critical Thinking**]
2. Write (**Synthesis**) news copy clearly and accurately, demonstrating quantitative and qualitative reasoning. [**Written Communication, Information Literacy, Quantitative Reasoning/Literacy**]
3. Create (**Synthesis**) and edit (**Application**) a news story based on accepted industry standards and values. [**Written Communication, Information Literacy, Critical Thinking**]
4. Employ (**Application**) aural and delivery skills appropriate to various news performance situations. [**Written Communication, Oral Communication**]
5. Demonstrate (**Application**) professional socialization skills in various news media environments. [**Information Literacy, Critical Thinking**]
6. Identify (**Knowledge**) major ethical theories and professional codes, apply (**Application**) them critically to ethical dilemmas, and defend (**Evaluation**) the application of the theory and code to a given situation as a Christian communicator. [**Critical Thinking**]

3. **Curriculum Map:** See Assessment Wheel. *This section identifies where the learning outcomes align with the curriculum (where students encounter opportunities in the curriculum to gain knowledge and skills pertinent to the designated outcomes, I= Introduce, D=Developed, M=Mastered).* Please see the Assessment Wheel: Curriculum Map for the Broadcast Journalism Curriculum Map.
4. **Multi-Year Assessment Plan:** See Assessment Wheel. *This section identifies the learning outcomes and the years in which they will be assessed. Please attach appropriate documents(s).*

Assessment Activities: *This section will be completed annually for each PLO measured during this Academic Year (as described in your Assessment Plan).*

5. **Methods of Assessment and Criteria for Success:** *This section describes how student learning was assessed for each PLO during this Academic Year (AY) according to your Assessment Plan.*
 - *How do you know students are learning and to what degree you have been successful?*
 - *What measures were used, direct and/or indirect? Also attach copies of any rubrics that were used.*
 - *When was the assessment conducted and by whom?*
 - *What were the criteria for success, the performance targets selected for each learning outcome assessed this Academic Year?*
6. **Summary of Data collected:** *This section should discuss the results of the assessment process for the designated SLO.*
 - *What information/data was collected?*
 - *How was the data analyzed?*

The courses evaluated for the 2013-2014 academic year were COM313 TV News Production and COM421 Communication Internship.

Key Assignment: COM313 TV News Production

Television news story packages of seven students enrolled in COM313 TV News Production during the fall semester 2013 were the focus of this assessment. The professor for COM313 selected two stories to be reviewed for each of the students (14 stories total). Stories were transferred to DVDs and mailed to two news professionals who are news producers at different television stations in San Diego. Reviewers were also sent a 10-item rubric with a four-point scale (1=low; 4=high) that assessed story selection and organization, technical skills, and

delivery skills. As of June 2, one reviewer had not yet returned the scores. Therefore, this report reflects scores of only one reviewer. The summary of data is listed below.

This process primarily covers assessments for PLOs 3-4. The evaluation also partially covers PLO 2, but reviewers based their scores on listening to the story rather than reading a script. A news package opens with video, while the viewer hears the reporter's voice.

Throughout the story are one or more interviews. Often, the reporter is seen on camera in the middle of the story.

Summary of data collected

PLO 2 – The mean score is as follows:

Writing	2.50
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PLO 3 – The mean scores are as follows:

Organization	2.57
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Topic	2.71
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Visuals	2.64
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Camera	2.71
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Editing	2.79
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Lighting	2.57
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Audio	2.29
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PLO 4 – The following mean scores are reported:

Performance	2.64
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Speaking	3.14
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COM313 Assessment Summary

All but four of the mean scores were below 3.0, which indicated only an average ability to produce news packages. One reason might be challenges associated with gathering the stories. Students in TV News Production are required to report all stories off-campus, which places them in different situations with different dynamics.

Especially problematic in this year's assessment were scores associated with writing, organization and audio. Future TV news production courses need to emphasize the importance of understanding the key elements of a story and how to properly organize and write the information. Audio has been an issue in news productions for the past couple of years, and the low score for this year's assessment shows that the problem continues. Students sometimes seem in a hurry to shoot an interview and do not pay enough attention to details, such as cleanness of audio. In addition, lighting also continues to be a concern. Students are consistently admonished to take a portable light kit for interviews, yet they do not take the extra effort to ensure the lighting is correct. It could also be that students are not entirely comfortable with using particular cameras, which affects lighting control.

In previous assessments, story topic was scored a bit higher than this year. As noted above, students are required to produce stories off campus in order to learn the process they will encounter professionally. The issue with topic selection is that students tend to focus on stories that are tied to events, rather than stories with topic depth (economics, military, crime, etc.). Developing stories based on those themes takes more time, knowledge and research. Students need to spend more time reading and watching news in order to stay on top of current events and issues.

Please see Appendices 1& 2 at the end of this report for copies of the assignment and the rubric.

Key Assignment: COM421 Communication Internship

Assessment of PLO 5 was achieved through internship supervisor critiques. At the conclusion of a student's internship, the supervisor provides an evaluation on a 5-point scale for nine items. Data below reports internships for 5 students who held internships in Summer 2013, Fall 2013 and Spring 2014.

PLO 5 – The following mean scores reflect evaluations of internship supervisors during the time periods noted above and are compared with results of the prior year's internship evaluations:

	<u>2013</u>	<u>2014</u>
Attitude	4.00	4.6
Dependability	4.75	4.6
Quality of Work	3.50	3.6
Maturity/Poise	4.00	4.4
Judgment	3.00	4.2
Ability to Learn	5.00	4.2
Initiative	3.50	4.4
Relations Others	4.75	4.6
Quantity of Work	3.50	3.8

Internship Summary

Compared with internship supervisor evaluations from 2013, the mean results of internships in 2014 increased in six of nine areas. Particular noteworthy are attitude, quality of work, maturity and poise, judgment, initiative and quality of work, which improved from the previous year's assessment. In contrast, dependability, ability to learn and relations to other decreased. It is particularly gratifying that students increased in attitude, since that creates an important perception of the student's willingness to get involved in the work. However, students need to see the urgency in being dependable, whether it is being on time to work or completing an assigned task. The average score is still very good, but that is an intangible that must always rank highly.

Please see Appendices 3, 4, & 5 at the end of this report for copies of the internship forms.

Appendix 1

COM313 TV News Production Assignment

Package #1 instructions

Goal: Report, write and edit a 1:30-1:40 package about an off-campus news topic. The story must be written, shot and edited by you alone (backpack journalism).

Guidelines:

1. Write the anchor lead in your script (indicate anchor is “on cam”).
2. You must interview an official person about the topic (i.e., not a friend or person-on-the-street). You will use two parts of the interview in your package: one between the beginning and standup, and the other between the standup and wrap.
3. Include a reporter standup somewhere in the middle of the story. Be animated, but professional.
4. Shoot and log your footage as usual. Shot logs are located on Canvas. Print multiple copies of the shot log as needed to avoid writing on the back of the form or on another type of paper. Handwritten logs are fine.
5. Here is the order of your content:
 - 10 seconds of black
 - Slate with your name, date, course number, and project name
 - About 5-seconds of black
 - Package content. Do not include the anchor lead in your narration. Do not use CG anywhere in the story.
6. Submit the story on your flash drive. Upload your script to Canvas and bring your shot log to class.
7. The grading criteria will include the items from the VO/SOT critique, plus the standup.

Appendix 2

Broadcast Journalism Story Production Rubric

(Rubric for COM 313 TV News Production Assignment)

	1 (Inadequate)	2 (Novice)	3 (Good)	4 (Excellent)	Total
Overall Organization	No logical sequence of information. Some content appears to be random. Missing essential information.	Some good sequences of information. Portions of the story are presented logically. Some crucial information is present.	Logical sequence is well done. Information is presented in a clear and direct manner. Most important information is present.	Logical, intuitive sequence of information. All information is clearly and directly presented. No apparent gaps in information.	
Story Topic Selection	Story fails to demonstrate a proper understanding of news selection criteria.	The essence of the story has possibilities, but is not properly developed to convey the importance of the issue.	Story appears to have merit on its own, but only partially justifies its importance throughout the entire piece.	Excellent selection of topic. It is timely and makes important connections to society and/or the community.	
Selection of Visuals	Visuals weaken the message and interfere with the communication of content. Visuals do not contribute to telling the story. Much use of wallpaper.	Some contribution of visuals to telling the news story. Other visuals are simply used as filler.	Most visuals contribute to the news story. Most of the shots are meaningful and contribute to the story.	Superior selection of visuals that creatively tell the story. Does not contain meaningless video segments.	
Camera Work	Contains many errors in focusing, framing and camera movement. Video is static, with no camera or lens movement when needed.	Story contains a few critical problems regarding the shooting techniques. Few uses of lens and camera movement when required to tell the story.	Most shots evidence skillful camera set up and operation. Periodically incorporates lens and camera movement when needed.	Story evidences skillful camera set up and operation. This includes using lens and camera movement to depict various elements of the story when needed.	
Editing	Many errors in editing, including jump cuts, pacing (slide show), cutting on motion.	Story contains several editing errors, including pacing and cutting shots too soon so that the edit point does not match the story.	Evidences good editing abilities, including pacing and clean edit points. Editing points are appropriate.	Evidences excellence in editing, including pacing and clean edit points.	

Lighting	Poor lighting throughout the story. Failure to consider backlighting (sun or windows). Failure to use portable lights for low lighting conditions. Failure to white balance.	Lighting is inconsistent. Some parts of the story have appropriate lighting, such as not lighting inside shots. Still shows problems with consistency in white balance for each scene.	Fairly good lighting. Most scenes appear to be lit correctly. Reporter uses lighting kit when needed for inside shots.	Demonstrates excellence knowledge of lighting issues, including lighting inside shots, compensating for backlighting and white balancing.	
Audio	Many inconsistencies in audio levels. Failure to compensate for wind and other environmental noises and distractions. Poor mike placement for talent.	Minor audio inconsistencies. Environmental noise is present, but less of an issue. Mic placement is a problem.	Demonstrates basic audio skills. Most noises and other distractions are at a minimum. Mic placement is correct.	High quality audio production. Talent voice is clear. No inconsistencies in sound levels.	
Writing	Many errors in writing, including composition and content. Does not follow proper grammatical and structural rules or correct broadcast style.	Script has some merit, but still contains errors in writing and broadcast journalism style.	Most of the story follows correct broadcast writing style.	Evidences superior ability in grammar, structure, and broadcast journalism style.	
Performance	Lacks energy and animation. Reporter seems uninterested in the story. Standup is routine with no movement.	Energy is present, but seems over-done. The standup has some movement, but it appears to be contrived. Standup has no logical relation to the story.	Good energy with a standup that provides animation to the story.	Appropriate energy for the story. Demonstrates professional level skills in creating a standup that creatively contributes to the story.	
Speaking	Poor speaking ability, with inconsistent pacing and rhythm. Poor articulation and pronunciation. Many errors, including hesitancy, uncertainty and incorrect emphasis on words.	Speaking demonstrates basic ability to put words together. Lacks expression and feeling. Minor errors in articulation and pronunciation.	Good speaking ability on camera. Expression is mostly appropriate for the story. Good articulation and pronunciation.	Excellent articulation and pronunciation. Very smooth delivery with no hesitation. Tone of voice fits the story. No errors in speaking, including pacing and rhythm.	
				Total Points	

Appendix 3

COM421 Internship Approval

Name: _____ Date: _____

Major: _____ Advisor: _____

PLNU ID#: _____ Email: _____

Semester/year for which you are applying:

FA' _____ SP' _____ SU' _____

Are you currently enrolled in COM421 for the semester noted above: Yes No

Internship Site Information

Company Name and Address:

Internship Description:

Approved: _____

Date: _____

Dr. G.L. Forward
Director of Internships
Department of Communication & Theatre

Point Loma Nazarene University
Department of Communication & Theatre

Dr. G. L. Forward, Internship Director
Email: GLForward@pointloma.edu Phone: 619.849.2561

***COM421 Internship Agreement with the PLNU Department of
Communication & Theatre***

Internship site companies and supervisors agree to meet the requirements noted below and to provide the necessary documentation in order for the intern to receive college credit (3 units):

_____ Total of 120 – 150 hours of intern experience over the course of a 15 week semester.

_____ Agree with the student intern on meaningful learning goals.

_____ Sign monthly timecards verifying hours worked.

_____ Complete two (2) evaluations of the student. The first should come early in the semester so that any concerns can be addressed and the second evaluation should come toward the end of the semester.

Note. All of the necessary forms are contained in the *Internship Handbook* and will be provided to you by your student intern.

Supervisor Name (Please print)

Student Intern (Please print)

Supervisor Signature

Company Name (Intern site)

Today's Date

Appendix 5

SUPERVISOR'S FINAL EVALUATION OF INTERN (2 pages)

(turn in both pages)

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

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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

Mailing address to return form: Dr. G.L. Forward glforward@pointloma.edu
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