

## Broadcast Journalism

### Learning Outcome:

Broadcast Journalism Outcome #1: Students who complete the program will be able to identify and articulate the historical development, content, audiences and function of U.S. media.

### Outcome Measure:

A pretest and a posttest which examine student knowledge of media related to the historical development, content, audiences, and function of U.S. media. The test included 50 questions covering these areas, written mostly as multiple choice options.

### Criteria for Success (how do you judge if the students have met your standards):

A score of at least 80% on the post-test.

### 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, and
5. Civic and Global Learning

### Longitudinal Data:

	2016-17
Average Score on the Post Test	87%
Percentage of Students Scoring at Least 80%	82.3%

### Conclusions Drawn from Data:

The Programs goal related to PLO #1 was met.

### Changes to be Made Based on Data:

Because the measure was not given at or near the end of the program of study, a new outcome measure must be developed and integrated into a capstone course. Program faculty are preparing an APC proposal to merge the Broadcast Journalism program and the Journalism program. A capstone course will be part of that proposal.

### Rubric Used

## Broadcast Journalism

### Learning Outcome:

Broadcast Journalism Outcome #2: Students who complete the program will be able to write news copy clearly and accurately, demonstrating quantitative and qualitative reasoning.

### Outcome Measure:

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 4 delivery skills. Only one reviewer 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.

### Criteria for Success (how do you judge if the students have met your standards):

A mean score of at least 3.

### 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, and
5. Civic and Global Learning

### Longitudinal Data:

PLO 2 – The mean score is as

follows: Writing          2.50

### Conclusions Drawn from Data:

With only one reviewer, the results are partial, but the students fell slightly below the program's goals.

### Changes to be Made Based on Data:

A more reliable measure is needed, and a simplified rubric would help as well. No further changes are planned because the Broadcast Journalism program is under revision. Program faculty are preparing an APC proposal to merge the Broadcast Journalism program and the Journalism program. A capstone course will be part of that proposal.

**Rubric Used**

**Broadcast Journalism Story Production Rubric**  
 (Rubric for COM 313 TV News Production Assignment)

	<b>1 (Inadequate)</b>	<b>2 (Novice)</b>	<b>3 (Good)</b>	<b>4 (Excellent)</b>	<b>Total</b>
<b>Overall Organization</b>	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.	
<b>Story Topic Selection</b>	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.	
<b>Selection of Visuals</b>	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.	
<b>Camera Work</b>	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.	
<b>Editing</b>	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.	

Last Updated 8/25/2014

<p><b>Lighting</b></p>	<p>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.</p>	<p>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.</p>	<p>Fairly good lighting. Most scenes appear to be lit correctly. Reporter uses lighting kit when needed for inside shots.</p>	<p>Demonstrates excellence knowledge of lighting issues, including lighting inside shots, compensating for backlighting and white balancing.</p>	
<p><b>Audio</b></p>	<p>Many inconsistencies in audio levels. Failure to compensate for wind and other environmental noises and distractions. Poor mike placement for talent.</p>	<p>Minor audio inconsistencies. Environmental noise is present, but less of an issue. Mic placement is a problem.</p>	<p>Demonstrates basic audio skills. Most noises and other distractions are at a minimum. Mic placement is correct.</p>	<p>High quality audio production. Talent voice is clear. No inconsistencies in sound levels.</p>	
<p><b>Writing</b></p>	<p>Many errors in writing, including composition and content. Does not follow proper grammatical and structural rules or correct broadcast style.</p>	<p>Script has some merit, but still contains errors in writing and broadcast journalism style.</p>	<p>Most of the story follows correct broadcast writing style.</p>	<p>Evidences superior ability in grammar, structure, and broadcast journalism style.</p>	
<p><b>Performance</b></p>	<p>Lacks energy and animation. Reporter seems uninterested in the story. Standup is routine with no movement.</p>	<p>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.</p>	<p>Good energy with a standup that provides animation to the story.</p>	<p>Appropriate energy for the story. Demonstrates professional level skills in creating a standup that creatively contributes to the story.</p>	

<b>Speaking</b>	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.	
				<b>Total Points</b>	

## Broadcast Journalism

### Learning Outcome:

Broadcast Journalism Outcome #3: Students who complete the program will be able to create and edit a news story based on accepted industry standards and values.

### Outcome Measure:

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. Only one reviewer 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.

### Criteria for Success (how do you judge if the students have met your standards):

A mean score of at least 3.

### 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, and
5. Civic and Global Learning

### Longitudinal Data:

PLO 3 – The mean scores are as follows:

Organization	2.57
Topic	2.71
Visuals	2.64
Camera	2.71
Editing	2.79
Lighting	2.57
Audio	2.29

**Conclusions Drawn from Data:**

All scores fall below program expectations, but the fact that they are based on the scores of only one reviewer makes them unreliable.

**Changes to be Made Based on Data:**

A more functional measurement tool is needed moving forward. And a simpler rubric is needed. No further changes are planned because the Broadcast Journalism program is under revision. Program faculty are preparing an APC proposal to merge the Broadcast Journalism program and the Journalism program. A capstone course will be part of that proposal.

**Rubric Used**

**Broadcast Journalism Story Production Rubric**  
 (Rubric for COM 313 TV News Production Assignment)

	<b>1 (Inadequate)</b>	<b>2 (Novice)</b>	<b>3 (Good)</b>	<b>4 (Excellent)</b>	<b>Total</b>
<b>Overall Organization</b>	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.	
<b>Story Topic Selection</b>	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.	
<b>Selection of Visuals</b>	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.	
<b>Camera Work</b>	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.	
<b>Editing</b>	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.	



Last Updated 8/25/2014

<p><b>Lighting</b></p>	<p>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.</p>	<p>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.</p>	<p>Fairly good lighting. Most scenes appear to be lit correctly. Reporter uses lighting kit when needed for inside shots.</p>	<p>Demonstrates excellence knowledge of lighting issues, including lighting inside shots, compensating for backlighting and white balancing.</p>	
<p><b>Audio</b></p>	<p>Many inconsistencies in audio levels. Failure to compensate for wind and other environmental noises and distractions. Poor mike placement for talent.</p>	<p>Minor audio inconsistencies. Environmental noise is present, but less of an issue. Mic placement is a problem.</p>	<p>Demonstrates basic audio skills. Most noises and other distractions are at a minimum. Mic placement is correct.</p>	<p>High quality audio production. Talent voice is clear. No inconsistencies in sound levels.</p>	
<p><b>Writing</b></p>	<p>Many errors in writing, including composition and content. Does not follow proper grammatical and structural rules or correct broadcast style.</p>	<p>Script has some merit, but still contains errors in writing and broadcast journalism style.</p>	<p>Most of the story follows correct broadcast writing style.</p>	<p>Evidences superior ability in grammar, structure, and broadcast journalism style.</p>	
<p><b>Performance</b></p>	<p>Lacks energy and animation. Reporter seems uninterested in the story. Standup is routine with no movement.</p>	<p>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.</p>	<p>Good energy with a standup that provides animation to the story.</p>	<p>Appropriate energy for the story. Demonstrates professional level skills in creating a standup that creatively contributes to the story.</p>	

<b>Speaking</b>	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.	
				<b>Total Points</b>	

## Broadcast Journalism

### Learning Outcome:

Broadcast Journalism Outcome #4: Students who complete the program will be able to employ aural and delivery skills appropriate to various news performance situations.

### Outcome Measure:

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. Only one reviewer 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.

### Criteria for Success (how do you judge if the students have met your standards):

A mean score of at least 3 in all areas.

### 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, and
5. Civic and Global Learning

### Longitudinal Data:

PLO 4 – The following mean scores are

reported: Performance      2.64

Speaking                      3.14

### Conclusions Drawn from Data:

The students met the program goals in speaking but not in performance.

### Changes to be Made Based on Data:

Because the results are partial, no changes are planned based primarily on the results. The program is being revised entirely. Program faculty are preparing an APC proposal to merge the

Broadcast Journalism program and the Journalism program. A capstone course will be part of that proposal.

**Rubric Used**

**Broadcast Journalism Story Production Rubric**  
 (Rubric for COM 313 TV News Production Assignment)

	<b>1 (Inadequate)</b>	<b>2 (Novice)</b>	<b>3 (Good)</b>	<b>4 (Excellent)</b>	<b>Total</b>
<b>Overall Organization</b>	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.	
<b>Story Topic Selection</b>	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.	
<b>Selection of Visuals</b>	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.	
<b>Camera Work</b>	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.	
<b>Editing</b>	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.	

Last Updated 8/25/2014

<b>Lighting</b>	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.	
<b>Audio</b>	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.	
<b>Writing</b>	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.	
<b>Performance</b>	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.	

<b>Speaking</b>	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.	
				<b>Total Points</b>	

## Broadcast Journalism

### Learning Outcome:

Broadcast Journalism Outcome #5: Students who complete the program will be able to demonstrate professional socialization skills in various news media environments.

### Outcome Measure:

A report from the student's internship supervisor. Note: This outcome measure differs from what is listed on the Assessment Plan; therefore, the Assessment Plan needs to be altered because the internship report is the more appropriate measure.

### Criteria for Success (how do you judge if the students have met your standards):

A score of at least 3 in all categories.

### 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, and
5. Civic and Global Learning

### Longitudinal Data:

Performance Area	Avg. Score		
	2013	2014	2017
Attitude	4.00	4.6	5
Dependability	4.75	4.6	5
Quality of Work	3.50	3.6	4.75
Maturity/Poise	4.00	4.4	5
Judgment	3.00	4.2	5
Ability to Learn	5.00	4.2	5
Initiative	3.50	4.2	4.75
Relation to Others	4.75	4.4	5
Quantity of Work	3.50	3.8	5

### Conclusions Drawn from Data:

Program goals were met in all areas. It would be helpful to track individual student evaluations rather than just the average because the Criteria for Success is that all students score at least a 3 rather than the average remaining above 3.

### Changes to be Made Based on Data:

No changes are planned based on the information.

### Rubric Used

### 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

PUNCTUALITY

- Regular
- Irregular

## Broadcast Journalism

### Learning Outcome:

Broadcast Journalism Outcome #6: Students who complete the program will be able to identify major ethical theories and professional codes, apply them critically to ethical dilemmas, and defend the application of the theory and code to a given situation as a Christian communicator.

### Outcome Measure:

Assessment of PLO 6 (Identify major ethical theories and professional codes, apply them to ethical dilemmas, and defend the application of the theory and code to a given situation as a Christian communicator) was achieved by having the 11 students take an extended pretest at the beginning of the semester and a posttest which examine student knowledge of media related to the historical development, content, audiences, and function of U.S. media. The test included 100 mostly multiple choice questions covering these areas.

### Criteria for Success (how do you judge if the students have met your standards):

A score of at least 80% on the post-test.

### 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, and 5. Civic and Global Learning

### Longitudinal Data:

**BJ PLO 6 WRI340 (pretest and a posttest results)**

	2016-17
Percentage of Students Scoring at Least 80% on Post-Test	90.9%

### Conclusions Drawn from Data:

Only one student of the eleven fell below the expectations for the program.

### Changes to be Made Based on Data:

No changes are planned based on this data.

### Rubric Used