

Departments of Communication and Theatre and Literature, Journalism and Modern Languages

Bachelor of Arts in Broadcast Journalism

Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment Measurement Tools	Criteria for Success	Data Collected Over Time Period	Findings from Data Collection	Resulting Program Changes
1998-1999, 2003-2004 and 2008-2009	1. TEACH: Students will be able to write a brief essay without significant errors of grammar, spelling, punctuation or vocabulary usage.	Course syllabi	Portfolio of at least 5 published or publishable pieces	On average, there will be no more than 1 serious error each of grammar, spelling, punctuation or vocabulary usage	2005-2006	Limited participation by students, so conclusions cannot be made yet at this time.	In 1999 students, the discipline, and external review encouraged study abroad for majors.
	2. TEACH: Students will create a portfolio of writing including four different types of writing (different audience or media) deemed of good to excellent quality by a jury of journalism professionals.	Course syllabi	Portfolio of at least 5 published or publishable pieces	A jury of 3 journalism professionals will judge 70% or more of the pieces in the portfolio as good to excellent quality; no one type of journalistic piece will be judged good to excellent less than 50% of the time.	2005-2006	Limited participation by students, so conclusions cannot be made yet at this time.	More time spent on fundamentals of different types of writing in classes and labs. Students will be challenged to improve in all areas.
	3. SHAPE: Students will be better prepared to begin journalism careers than similar majors from other schools, particularly in areas of leadership, ethics, and understanding of key issues in journalism, both print and non-print.	Course syllabi	Internship supervisor evaluation	70% of supervisors will mark interns as very good or excellent in overall preparation; on average among interns, each area of preparation will be marked as very good or better.	2005-2006	Supervisor remarks were overwhelmingly positive. Findings suggest that our students are performing above-average to outstanding in their professional socialization skills.	This coming year we will continue to emphasize the importance of professional socialization skills in courses.
			Self-reflection by student at the end of the internship experience	At least 80% of interns rate their PLNU training as very good or excellent in overall preparation for the profession; on average each area of preparation will be marked as very good or better.	2005-2006	Limited participation by students, so conclusions cannot be made yet at this time.	Work on improvements in data collection.
	4. SEND: Students will demonstrate professional entry-level skill with non-print news media.	Course syllabi	Portfolio of at least 3 pieces documenting experience with varied non-print news media	A jury of 3 journalism professionals will judge 70% or more of the pieces in the portfolio as good to excellent quality	2005-2006	Evals based on 4.0 scale (N=3). 2.6 upper end rating, 3.0 above average level.	Limited participation; work on improvements in data collection.
			Internship supervisor evaluation	70% of supervisors will mark interns as very good or excellent in overall preparation; on average among interns, each area of preparation will be marked as very good or better.	2005-2006	Overall evals based on 4.0 scale (N=2) 2.5 mid of average to above average rating.	This coming year we will continue to emphasize the importance of professional socialization skills in courses.

