

Assessment of Program Competencies

Department: Communication Arts -- Broadcasting

Program Mission	Academic Goals	Program Competencies	Course(s) in which Program Competency is covered	Place(s) in which Program Competency is assessed	Tool(s) used to assess Program Competency
<p>The mission of the communication arts department is to develop graduates who are thoughtful scholars and professionals capable of adapting to change and creating change in the profession and in communities, open-minded, committed to truth and the empowerment of all citizens. The graduates recognize excellence and strive to produce it. The graduates' professional and personal ethics are in harmony. The graduates celebrate individuality and respects differences while searching for</p>	<p>1. The broadcast graduate presents a portfolio containing examples of work meeting high professional standards for broadcasting and online communications including conceptualizing, writing, audio-video editing, and videotaping.</p>	<p>1. The student is ready to step into a professional broadcast or online setting and perform well audio-video editing, and videotaping to professional standards. 2. The student is ready to step into a professional broadcast of online setting and write to professional standards.</p>	<p>CA221, CA231, CA325, CA335, CA490, CA490B, CA316</p>	<p>Capstone Experience <i>(eventually a capstone course. Presently during last semester prior to graduation)</i></p>	<p>Portfolio</p>
	<p>2. The broadcast graduate produces audio and video projects, including the senior project, which reflect and serve a diverse society, as evaluated by teachers, co-workers, and the graduate.</p>	<p>3. The student produces audio and video projects, including radio programming on KGSP and TV programming on the Northland News, that reflect and serve the diverse society around them.</p>	<p>CA221, CA231, CA316</p>	<p>Capstone Experience <i>(eventually a capstone course. Presently during last semester prior to</i></p>	<p>Portfolio</p>

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	<p>3. The graduate presents audio and video news stories in the portfolio reflecting understanding and synthesis of the subject matter, and understanding of the audience to which the news is being delivered. The graduate identifies these elements in the portfolio work, the senior project and the portfolio essay. The graduate critiques the processes used to create his or her own work and the work of professionals.</p>	<p>4. The student produces audio and video projects, including radio programming on KGSP and TV programming on the Northland News, that reflect and serve the diverse society around them.</p>	<p>CA316, CA491, CA103</p>	<p>Capstone Experience (eventually a capstone course. Presently during last semester prior to graduation)</p>	<p>Portfolio</p>
	<p>4. In the portfolio essay, the senior project, and coursework artifacts, the broadcast graduate analyzes the ethical decision making (or lack thereof) engaged in by other graduates and broadcasting professionals, and evaluates decisions vis-à-vis professional codes of ethics.</p>	<p>5. The student demonstrates an understanding of ethical decision making (or lack thereof) engaged in by other students and broadcasting professionals, and evaluates that decision making vis-à-vis professional codes of ethics. Their own projects reflect strategic, ethical decision-making.</p>	<p>CA115, CA316</p>	<p>Capstone Experience (eventually a capstone course. Presently during last semester prior to graduation)</p>	<p>Portfolio</p>

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	5. In the portfolio essay, the senior project, or coursework artifacts, the graduate discusses, analyzes, and critiques the role of the FCC; analyzes and critiques the role of governments worldwide in regulating and controlling media; and analyzes and critiques regulations applying specifically to broadcast media and the Internet.	6. The student analyzes, and critiques the role of the FCC, and how it interacts (and how it should interact) with broadcasters.	CA103, CA115	Capstone Experience (eventually a capstone course. Presently during last semester prior to graduation)	Portfolio
	6. The graduate identifies elements of the portfolio which show utilizations of a professional model (like Cutlip's 3-step process) in the planning and design of public relations products and campaign projects. In the portfolio essay, coursework artifacts or a senior project the graduate applies the historical development of public relations to contemporary cases and problems.	7. The student demonstrates an understanding of the history of broadcasting and the Internet, and discusses and evaluates how the historical role of broadcasters is changing to accommodate (or reflect) the changes in technology and in the greater society.	CA115	Capstone Experience (eventually a capstone course. Presently during last semester prior to graduation)	Portfolio
	7. In the portfolio, the graduate lists, evaluates, and analyzes subcontextual content in television, radio and print news and entertainment, and differentiates between news and promotional content.	8. The student lists, evaluates, and analyzes subcontextual content in radio and TV news and entertainment programming, particularly as it relates to children.	CA115, CA325, CA335, CA491	Capstone Experience (eventually a capstone course. Presently during last semester prior to graduation)	Portfolio