

Lincoln College

B.A. in Radio, Television, and New Media Program Assessment Plan – effective 2016

Assessment Framework

Because of the institution's efforts to develop a comprehensive program of assessment that emanated from its participation in the Higher Learning Commission Assessment Academy, the Communication faculty had the advantage of developing the proposed degree program, from its inception, through an assessment-centered lens. The process began by incorporating the institution's General Education Learning Outcomes (GELOs):

1. Effectively communication in oral and written forms. (Communication Skills)
2. Produce solutions to problems using critical reasoning. (Analytical Skills)
3. Critique and evaluate diverse perspectives/ideas. (Appreciate Diversity)
4. Articulate core values in making ethical choices. (Ethical Decision-making)
5. Recognize one's accountability to a larger community. (Responsible Citizenship)

Using the GELO's as its framework, the Communication faculty developed a set of core Program Learning Outcomes (PLOs) for the proposed degree program. Each PLO is linked to a GELO:

- I. Create professional level performance content for radio, television, and multimedia platforms. (GELO 1)
- II. Communicate in a manner consistent with professional media standards. (GELO 1)
- III. Analyze management and programming strategies for radio, television, and digital media. (GELO 2)
- IV. Employ proficiency in modern media technology skills in radio, television, and digital media equipment by producing solutions to technical issues. (GELO 2)
- V. Predict future trends affecting a converged media landscape. (GELO 2)
- VI. Critically evaluate the historical, cultural, and societal impacts of media on global, national, and local communities. (GELO 3 and GELO 5)
- VII. Distinguish between the ethical ramifications and legal requirements inherent to radio, television, and digital media. (GELO 4 and GELO 5).

The Communication faculty, using as its guiding force the Lincoln College Assessment Committee's publications, *A Guide to the Assessment of Student Learning at Lincoln College* and *Resource Guide for Program-Level Assessment Measures*, developed master syllabi for all courses which indicate common learning outcomes aligned to the PLOs of the major. Additionally, a curriculum map was developed to allow the faculty in the department to evaluate changes in course sequencing and course delivery after

examining assessment data. The curriculum map is based on the “IRM Taxonomy” model, which defines the appropriate courses on a path from Introductory to Reinforcement to Mastery.

Direct Measures

The program will initially use two direct measures of assessment for evaluating student learning for each learning outcome:

- Student portfolios as a required assessment in both the Internship course which acts as a capstone for PLO’s I through IV and the Media Criticism course that serves as capstone for PLOs V, VI, and VII.
- Embedded assessment rubrics developed according to industry standards and through the department faculty to act as touch-points of assessment as students progress through the program. The embedded assignment rubrics (two examples are attached) will be modeled after the College’s highly successful GELO assessment program in which students are evaluated at five levels.

These direct measures will be analyzed on a cycle of A-E-C (Assess in year 1, Evaluate in year 2, Change in year 3), in which the learning outcomes will be assessed one year, results evaluated the next year, and changes made (as needed) in year 3 to the master syllabi, the delivery of the course, the curriculum map, and the curriculum as a whole. The tentative schedule for the cycle:

2016-2017: Assess PLO’s I and II

**2017-2018: Assess PLO’s III and IV
Evaluate PLO’s I and II**

**2018-2019: Assess PLO’s V, VI, and VII
Evaluate PLO’s III and IV
Change PLO’s I and II (if needed)**

**2019-2020: Assess PLO’s I and II
Evaluate PLO’s V, VI, and VII
Change PLO’s III and IV (if needed)**

**2020-2021: Assess PLO’s III and IV
Evaluate PLO’s I and II
Change PLO’s V, VI, and VII (if needed)**

The A-E-C Cycle is a standardized assessment plan with Lincoln College's centralized assessment program as administered by the Assessment Committee.

Indirect Measures

Indirect measures of assessment will include:

- Exit interviews with graduating students to determine student perceptions of their learning in the degree program. Questions will cover faculty and advisor preparedness and capabilities in administering course content and assisting students through the major. Questions will address student engagement in the major and sense of accomplishment, as well as tie back into learning objectives to discover if students feel specific coursework improved their knowledge, comprehension, ability to apply knowledge, and ability to make critical evaluations in their subject area. Students will be asked about level of course difficulty, their sense of preparedness for the workforce, and if they have suggestions to improve the major. Responses will be aggregated and shared with faculty and in program assessment/review.
- Metrics from course evaluations that are administered for each course at the conclusion of the semester. Questions from the institution-wide standard course evaluation form include:
 - "The assigned reading and activities contributed to my reaching the course objectives."*
 - "The instructor demonstrated enthusiasm for the content being taught."*
 - "The instructor provided clear examples and activities that promoted learning."*
 - "The instructor was helpful and actively concerned about student needs in meeting the course requirements."*
 - "The instructor was able to answer student questions effectively."*
 - "Class assignments contributed to the learning experience."*
 - "Instructor feedback on course assignments were clear and beneficial."*
- Graduate survey data gathered through the institutionally conducted alumni surveys regarding employment and perceptions of their learning.

Summary

The assessment and evaluation of student learning in the new program will be tightly-coupled with the institution's Academic Program Review (APR) process in which the department and the Assessment Committee work together to recommend changes to the curriculum, resource management, and general operations and services of the new program. Changes to the curriculum resulting from such evaluations are proposed through the department and approved through the institution's Academic Committee.