Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Two different foundation courses are required for all TCF majors. The first, Intro to Mass Communication (MC 101), is taught at the college level and includes the history of journalism, broadcasting, advertising, and public relations. The second, Intro to Telecommunication (TCF 100), was designed to cover the history of broadcasting. These are both large lecture classes, approximately 200 students per section, with multiple sections taught each semester. When first created, each course had a very specific purpose, with only a little overlap; MC 101 would cover a week or two of broadcasting history, while TCF 100 expanded broadcasting history and policy to cover an entire semester. Over time, with changes in technology, however, both courses experienced changes. Both courses added cable, then, slowly, satellite, internet, and social media. An entire semester devoted solely to broadcasting seemed irrelevant in the new media landscape – but because the oversight for the two courses was in different places, the growing redundancy was not immediately evident.

Examining the entire situation meant involving another department. Assessment data quickly revealed several facts. Both courses were using identical measures, similar questions, and almost identical results.

The assessment standard for both classes was for the ACE/IMC history standard: “Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.” The assessment measure in both instances was “5-10 identical test questions on history imbedded into the course examinations.” The measure was assessed across all sections every semester. Further investigation showed that even the questions between the two courses were very similar.

A Task/Action Item was written, and a small faculty committee was created and charged with exploring the dilemma. After much discussion and deliberation, the committee recommended that we “blow up” TCF 100 and re-create it into a class that made sense for our majors, but did not overlap with MC 101. Since the TCF department is quite broad, with sequences in media production, electronic news and sports, production management, documentary, and critical studies. The one common denominator is that all five areas deal with “story.” Since the history of broadcasting, cable, internet, and social media would be taught in MC 101, the TCF committee elected to make TCF 100 a course that would be relevant to all TCF majors: “Introduction to Story.”

As a result of the new approach, positive course evaluations rose. Students reported higher satisfaction levels than with the previous incarnation. The overall departmental curriculum felt more coherent and better connected.

Mission / Purpose

The Department of Telecommunication and Film offers an undergraduate curriculum designed to develop discriminating media consumers as well as entry-level professionals capable of technical, creative, managerial and ethical leadership. The graduate curriculum provides preparation for leadership roles in the management, analysis or teaching of telecommunication and film media.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Students will demonstrate knowledge of mass media history.

Connected Documents
Telecommunication and Film BA Curriculum Map 1
Telecommunication and Film BA Curriculum Map 2

Related Measures

M 1: Events and pioneers in television and radio
Fifteen course-embedded questions in MC 101 will measure students’ knowledge of important historical events and pioneers in television and radio.

Source of Evidence: Standardized test of subject matter knowledge

Target:
No Target established.

M 2: Broadcast professional practices

A course-embedded rubric will be used to assess student’s in-depth knowledge of important broadcast professionals or professional practices.

Source of Evidence: Academic direct measure of learning - other

Target:
No Target established.

SLO 2: Skills / Abilities
(Skills/Abilities) Students will demonstrate the ability to understand and apply media communication research methods.

Connected Documents
Related Measures

**M 3: Video, lighting, framing and sound final**
A course-embedded rubric will be used to assess students' application of video, lighting, framing and sound in the final video project.

Source of Evidence: Project, either individual or group

Target: No Target established.

**M 4: Editing software final**
A course-embedded rubric will be used to assess students' application of editing software in the final project.

Source of Evidence: Project, either individual or group

Target: No target established

**SLO 3: Write correctly and clearly**
Students will write correctly and clearly in appropriate forms and styles for the electronic media professions.

Connected Documents
- Telecommunication and Film BA Curriculum Map 1
- Telecommunication and Film BA Curriculum Map 2

Related Measures

**M 5: Student writing skills**
A course-embedded rubric will be used to evaluate students' skills in writing client proposals and commercials for radio and television through a client assessment project.

Source of Evidence: Project, either individual or group

Target: No target established

**M 6: Technical writing skills**
Five course-embedded format questions will be used to assess students' technical writing skills.

Source of Evidence: Writing exam to assure certain proficiency level

Target: No Target established

**Finding (2013-2014) - Target: Met**
Five course-embedded questions regarding technical components of broadcast writing were assessed in three different sections of TCF 215 (Fall 2013 and Spring, 2014). For those questions, 97% of the students answered 4 questions correctly; 80% answered all five questions correctly. INTERPRETATIONS AND CONCLUSIONS This is a solid finding, almost identical to last year, and no changes are expected as a result of this assessment.

**SLO 4: Apply concepts and theories**
Students will demonstrate the application of concepts and theories in the use and presentation of images and/or information.

Connected Documents
- Telecommunication and Film BA Curriculum Map 1
- Telecommunication and Film BA Curriculum Map 2

Related Measures

**M 7: Video and audio theories final video**
A course-embedded rubric will be used to assess students' application of video and audio theories in the final video project.

Source of Evidence: Project, either individual or group

Target: No target established

**M 8: Marketing and persuasion theories**
A course-embedded rubric will be used to assess students' application of marketing and persuasion theories.

Source of Evidence: Academic direct measure of learning - other

Target: No target established

**SLO 5: Improvement outcome**
The department will conduct a complete review of our basic intro class (TCF 100) and make changes to the curriculum based on that review.

Connected Document
- Telecommunication and Film BA Curriculum Map 2

Related Measures

**M 9: Assessment measure**
Assessment measure will be distributed throughout the academic year.

Source of Evidence: Academic direct measure of learning - other
Target: target not established

M 10: More courses measured
More courses will be measured, contributing to a more accurate depiction of our program.
Source of Evidence: Academic direct measure of learning - other
Target: target not established

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 6: Recognized quality
The program will sustain a high level of recognized quality.

Related Measures

M 11: ACEJMC Accreditation
The program is accredited and reviewed by the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC).
Source of Evidence: Academic indirect indicator of learning - other
Target: no target established

M 12: FAR system
The FAR system will be used to measure faculty research and creative output in nationally recognized journals, publications, and media competitions.
Source of Evidence: Academic indirect indicator of learning - other
Target: no target established

OthOtcm 7: Program enrollments and degree completions
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 13: University statistics
University statistics on majors will show a growth in enrollment from the 2010-2011 year.
Source of Evidence: Academic indirect indicator of learning - other
Target: no target established

M 14: Graduation rate statistics
University statistics will show graduation rates consistent with expectations based on the number of majors.
Source of Evidence: Benchmarking of learning outcomes against peers
Target: no target established

OthOtcm 8: Graduates highly valued
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 15: TCF graduate survey
Data from TCF graduate survey on program value will demonstrate that 80% of our graduates will rate the TCF program “good” or “excellent.”
Source of Evidence: Exit interviews with grads/program completers
Target: no target established

M 16: Data from TCF graduate survey
Data from the TCF graduate survey on preparation for employment will demonstrate that 80% of our graduates will rate their preparation as “good” or “excellent.”
Source of Evidence: Exit interviews with grads/program completers
Target: no target established

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Preparation for Employment
Assessment measures show that only 72% of graduating seniors feel adequately prepared for employment. This committee will examine the curriculum to look for ways to help our students feel more engaged in the professional aspects of the entertainment, news, and sports industry.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: Medium
Projected Completion Date: 09/2014
Responsible Person/Group: Dr. Chandra Clark, Dr. Rachel Raimist, Dr. Michael Bruce
Mission / Purpose

The Department of Telecommunication and Film offers an undergraduate curriculum designed to develop discriminating media consumers as well as entry-level professionals capable of technical, creative, managerial and ethical leadership. The graduate curriculum provides preparation for leadership roles in the management, analysis or teaching of telecommunication and film media.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Students will demonstrate knowledge of mass media history.

Connected Documents
Telecommunication and Film BA Curriculum Map 1
Telecommunication and Film BA Curriculum Map 2

Related Measures

M 1: Events and pioneers in television and radio
Fifteen course-embedded questions will measure students' knowledge of important historical events and pioneers in television and radio.

Source of Evidence: Standardized test of subject matter knowledge

Target:
No Target established.

Finding (2012-2013) - Target: Met
After a thorough review of the TCF 100 curriculum, the faculty elected to re-work the curriculum to distance it from the MC 101 curriculum. Because of this, findings for this outcome were moved to the MC 101 sections. Additionally, one question had to be eliminated, resulting in 14 embedded questions for assessing this outcome.

From the combined sections, 50% of the 14 questions were answered with a 90% or higher correct response rating; 28% were answered at an 80 - 89% correct response rating; 7% were answered at 70 - 79% correct response rating; 14% were answered at 60 - 69% rating.

Two of these questions were answered correctly by 100% of the respondents.

INTERPRETATIONS AND CONCLUSIONS

The overall response rate to these questions are very high, especially for a freshman class. The questions that ranked lowest for correct response were from the early 1920s; future lectures can place more emphasis on this time period.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

History of Broadcasting
Established in Cycle: 2011-2012
The assessment measure showed that the test scores on the 15 measured questions were not as high as expected for majors in this ...

M 2: Broadcast professional practices
A course-embedded rubric will be used to assess student's in-depth knowledge of important broadcast professionals or professional practices.

Source of Evidence: Academic direct measure of learning - other

Target:
No Target established.

Finding (2012-2013) - Target: Met
Course embedded rubrics were used in two different senior classes, both covering professionalism in broadcast news. Content covered ethics, on-the-job professional expectations, development of portfolios, and creation of resumes. Findings: Students did exceptionally well, with almost 90% rated as an "A" or a "B" on the professional practices assignment. This is to be expected in senior-level classes, although slightly lower than the previous year; no changes are expected to be made in either class

SLO 2: Skills / Abilities
(Skills/Abilities) Students will demonstrate the ability to understand and apply media communication research methods.

Connected Documents
Telecommunication and Film BA Curriculum Map 1
Telecommunication and Film BA Curriculum Map 2
Related Measures

M 3: Video, lighting, framing and sound final
A course-embedded rubric will be used to assess students' application of video, lighting, framing and sound in the final video project.

Source of Evidence: Project, either individual or group

Target:
No Target established.

Finding (2012-2013) - Target: Met
A course-embedded rubric was used in three separate production classes each semester (3 in fall, 3 in spring) to evaluate the final project for the semester. These are team projects (media production is always a team activity) so the rubrics were for the team project, although used toward individual grades. Overall, 83% received a "B" or higher on video and framing; 75% received a "B" or higher on lighting; 74% received a "B" or higher on sound/audio.

INTERPRETATIONS AND CONCLUSIONS
Since these students are just beginning to learn these technical subjects, the department feels that this result is solid and does not expect any major changes. Students will receive additional instruction on both audio and lighting in higher-level courses.

M 4: Editing software final
A course-embedded rubric will be used to assess students' application of editing software in the final project.

Source of Evidence: Project, either individual or group

Target:
No target established

Finding (2012-2013) - Target: Met
A course-embedded rubric was used in three separate lower-level production classes (3 in fall and 3 in spring) to evaluate the final project for the semester. These are team projects (media production is always a team activity) so the rubrics were for the team project, although used toward individual grades. Overall, 81% received a "B" or higher on the editing part of the project, with only 3% receiving a poor rating.

INTERPRETATION AND CONCLUSIONS
This is slightly higher than last year's findings; the department feels that this result is solid and does not anticipate any changes needed in these classes.

SLO 3: Write correctly and clearly
Students will write correctly and clearly in appropriate forms and styles for the electronic media professions.

Connected Documents
Telecommunication and Film BA Curriculum Map 1
Telecommunication and Film BA Curriculum Map 2

Related Measures

M 5: Student writing skills
A course-embedded rubric will be used to evaluate students' skills in writing client proposals and commercials for radio and television through a client assessment project.

Source of Evidence: Project, either individual or group

Target:
No target established

Finding (2012-2013) - Target: Met
A course embedded rubric for the final project in TCF 215 was used as the measure. On the project, 80% received a "B" or better, which is considered above average.

INTERPRETATIONS AND CONCLUSIONS
The ratings are slightly higher for this year, which is probably related to the additional emphasis on grammar.

M 6: Technical writing skills
Five course-embedded format questions will be used to assess students' technical writing skills.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
No Target established

Finding (2012-2013) - Target: Met
Five course-embedded questions regarding technical components of broadcast writing were assessed in three different sections of TCF 215. For those questions, 97% of the students answered 4 questions correctly; 88% answered the remaining question correctly.

INTERPRETATIONS AND CONCLUSIONS
This is a solid finding, slightly higher than last year, and no changes are expected as a result of this assessment.

SLO 4: Apply concepts and theories
Students will demonstrate the application of concepts and theories in the use and presentation of images and/or information.

Connected Documents
Telecommunication and Film BA Curriculum Map 1
Related Measures

M 7: Video and audio theories final video
A course-embedded rubrik will be used to assess students' application of video and audio theories in the final video project.

Source of Evidence: Project, either individual or group

Target:
No target established

Finding (2012-2013) - Target: Met
A course-embedded rubrik was used in three separate production classes each semester (3 in fall, 3 in spring) to evaluate the final project for the semester. These are team projects (media production is always a team activity) so the rubriks were for the team project, although used toward individual grades. Overall, 83% received a "B" or higher on the theories section of the project.

INTERPRETATIONS AND CONCLUSIONS

These results are high, and are consistent with the previous year. Since these students are just beginning to learn to apply these theories, the department feels that this result is solid and does not expect any changes.

M 8: Marketing and persuasion theories
A course-embedded rubrik will be used to assess students' application of marketing and persuasion theories.

Source of Evidence: Academic direct measure of learning - other

Target:
No target established

Finding (2012-2013) - Target: Met
A course embedded rubrik for the final project in TCF 215 was used as the measure. In addition to the writing portion of the project, students were required to interview a business owner and apply marketing concepts to the business. Then, the writing portion required the application of persuasion theory. On this part of the project, 91% received a "C" or better, which is considered average, and is consistent with previous years.

SLO 5: Improvement outcome

The department will conduct a complete review of our basic intro class (TCF 100) and make changes to the curriculum based on that review.

Connected Document
Telecommunication and Film BA Curriculum Map 2

Related Measures

M 9: Assessment measure
Assessment measure will be distributed throughout the academic year.

Source of Evidence: Academic direct measure of learning - other

Target:
target not established

Finding (2012-2013) - Target: Met
Assessment measures were carried out during both fall and spring for all outcomes.

INTERPRETATION AND CONCLUSIONS

Measuring outcomes across the year provided more data, and a more robust look at our curriculum. TCF will continue to solicit measures across the academic year.

M 10: More courses measured
More courses will be measured, contributing to a more accurate depiction of our program.

Source of Evidence: Academic direct measure of learning - other

Target:
target not established

Finding (2012-2013) - Target: Met
For this academic year, the TCF department added more sections and more courses to the assessment measure.

INTERPRETATIONS AND CONCLUSIONS

This step increased the number of students assessed, and made our measurements more robust.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 6: Recognized quality
The program will sustain a high level of recognized quality.

Related Measures

M 11: ACEJMC Accreditation
The program is accredited and reviewed by the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC).
Source of Evidence: Academic indirect indicator of learning - other

Target: no target established

**Finding (2012-2013) - Target: Met**
Results of the most recent external accreditation review by the national accrediting council for our discipline, the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC), awarded the department with full re-accreditation. The next review cycle will commence in 2015.

**M 12: FAR system**
The FAR system will be used to measure faculty research and creative output in nationally recognized journals, publications, and media competitions.

Source of Evidence: Academic indirect indicator of learning - other

Target: no target established

**Finding (2012-2013) - Target: Met**
The Faculty Activity Report (FAR) shows that the TCF faculty have continued to demonstrate recognized quality at the national level through peer-reviewed journals, book chapters, film festivals, and creative awards. This past academic year included several wins at the national level for creative activities, as well as three top-paper awards.

**OthOtcm 7: Program enrollments and degree completions**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 13: University statistics**
University statistics on majors will show a growth in enrollment from the 2010-2011 year.

Source of Evidence: Academic indirect indicator of learning - other

Target: no target established

**Finding (2012-2013) - Target: Met**
University statistics shows that TCF enrollment has grown 16% since last year, and 56% in the past five years.

**M 14: Graduation rate statistics**
University statistics will show graduation rates consistent with expectations based on the number of majors.

Source of Evidence: Benchmarking of learning outcomes against peers

Target: no target established

**Finding (2012-2013) - Target: Met**
According to University statistics, the TCF department has graduated students at the proper rate for the number of enrolled majors.

**OthOtcm 8: Graduates highly valued**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 15: TCF graduate survey**
Data from TCF graduate survey on program value will demonstrate that 80% of our graduates will rate the TCF program "good" or "excellent."

Source of Evidence: Exit interviews with grads/program completers

Target: no target established

**Finding (2012-2013) - Target: Met**
When surveyed, 34.5% of graduating TCF seniors ranked the overall quality of the TCF major as "Excellent; "an additional 51.7% ranked the overall quality of the TCF major as "Good." INTERPRETATIONS AND CONCLUSIONS: more than 86% of graduating TCF seniors ranked the program as "good" or "excellent," which is higher than anticipated.

**M 16: Data from TCF graduate survey**
Data from the TCF graduate survey on preparation for employment will demonstrate that 80% of our graduates will rate their preparation as "good" or "excellent."

Source of Evidence: Exit interviews with grads/program completers

Target: no target established

**Finding (2012-2013) - Target: Met**
When surveyed, 72% of graduating seniors ranked the quality of preparation for employment as "Good" or "Excellent." INTERPRETATIONS AND CONCLUSIONS: This percentage is lower than anticipated, and could partly be attributed to the "self-employed" nature of the entertainment industry. However, TCF faculty will discuss this finding and develop new ideas for preparing our graduates for the professional world.

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**History of Broadcasting**
The assessment measure showed that the test scores on the 15 measured questions were not as high as expected for majors in this field.
Therefore, professors who regularly teach both the history of broadcasting and the history of film have formed a committee to update and and develop a consensus on what these classes should cover. Adjuncts are often used in these courses, and having an outline of expected material will help with consistency between the sections.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Finished  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Events and pioneers in television and radio  
**Outcome/Objective:** Discipline Knowledge

**Implementation Description:** Faculty will devise a list of information that should be covered in this class. The assessment measure questions will come from this material.

**Responsible Person/Group:** Dr. Jeremy Butler, Chair of Committee; Dr. Kristen Warner, Dr. Matt Payne

**Preparation for Employment**  
Assessment measures show that only 72% of graduating seniors feel adequately prepared for employment. This committee will examine the curriculum to look for ways to help our students feel more engaged in the professional aspects of the entertainment, news, and sports industry.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Finished  
**Priority:** Medium

**Projected Completion Date:** 09/2014  
**Responsible Person/Group:** Dr. Chandra Clark, Dr. Rachel Raimist, Dr. Michael Bruce
Mission / Purpose

The Department of Telecommunication and Film offers an undergraduate curriculum designed to develop discriminating media consumers as well as entry-level professionals capable of technical, creative, managerial and ethical leadership. The graduate curriculum provides preparation for leadership roles in the management, analysis or teaching of telecommunication and film media.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Students will demonstrate knowledge of mass media history.

Connected Documents
Telecommunication and Film BA Curriculum Map 1
Telecommunication and Film BA Curriculum Map 2

Related Measures

M 1: Events and pioneers in television and radio
Fifteen course-embedded questions will measure students' knowledge of important historical events and pioneers in television and radio.

Source of Evidence: Standardized test of subject matter knowledge

Target:
No Target established.

Finding (2011-2012) - Target: Met
Four different sections of TCF 100 were tested over the course of two semesters. For the 15 questions used in each class, 78% of the answers were correct.

Interpretation & Conclusions:
This represents a solid understanding of the early events and people of radio and television. However, better coordination between the different sections should result in slightly higher testing scores in future assessments.

Condensed Description:
History of Broadcasting

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

History of Broadcasting
Established in Cycle: 2011-2012
The assessment measure showed that the test scores on the 15 measured questions were not as high as expected for majors in this ...

M 2: Broadcast professional practices
A course-embedded rubric will be used to assess student's in-depth knowledge of important broadcast professionals or professional practices.

Source of Evidence: Academic direct measure of learning - other

Target:
No Target established.

Finding (2011-2012) - Target: Met
Course embedded rubrics were used in two different senior classes, one covering professionalism in broadcast news, one covering professionalism in media production. Content covered ethics, on-the-job professional expectations, development of portfolios, and creation of resumes.

Findings: Students did exceptionally well, with almost 92% rated as an "A" or a "B" on the professional practices assignment. This is to be expected in senior-level classes, and no changes are expected to be made in either class.

Condensed Description: Broadcast Professional Practices

SLO 2: Skills / Abilities
(Skills/Abilities) Students will demonstrate the ability to understand and apply media communication research methods.
Connected Documents

Telecommunication and Film BA Curriculum Map 1
Telecommunication and Film BA Curriculum Map 2

Related Measures

M 3: Video, lighting, framing and sound final
A course-embedded rubric will be used to assess students' application of video, lighting, framing and sound in the final video project.

Source of Evidence: Project, either individual or group

Target:
No Target established.

Finding (2011-2012) - Target: Met
A course-embedded rubric was used in two separate production classes to evaluate the final project for the semester. These are team projects (the nature of production is that IS a team activity) so the rubrics were for the team project, although used toward individual grades.

Overall, 82% received a "B" or higher on the project. Since these students are just beginning to learn these technical subjects, the department feels that this result is solid and does not expect any changes.

Production Techniques

M 4: Editing software final
A course-embedded rubric will be used to assess students' application of editing software in the final project.

Source of Evidence: Project, either individual or group

Target:
No target established

Finding (2011-2012) - Target: Met
A course-embedded rubric was used in two separate production classes to evaluate the final project for the semester. These are team projects (the nature of production is that IS a team activity) so the rubrics were for the team project, although used toward individual grades. Overall, 80% received a "B" or higher on the editing part of the project. Since these students are just beginning to learn these technical subjects, the department feels that this result is solid and does not expect any changes.

Editing Techniques

SLO 3: Write correctly and clearly
Students will write correctly and clearly in appropriate forms and styles for the electronic media professions.

Connected Documents

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Telecommunication and Film BA Curriculum Map 2

Related Measures

M 5: Student writing skills
A course-embedded rubric will be used to evaluate students' skills in writing client proposals and commercials for radio and television through a client assessment project.

Source of Evidence: Project, either individual or group

Target:
No target established

Finding (2011-2012) - Target: Met
A course embedded rubric for the final project in TCF 215 was used as the measure. On the project, 90% received a "C" or better, which is considered average. The course instructor has begun adding more instruction on grammar, which is one of the skills students are missing when they arrive in the class.

M 6: Technical writing skills
Five course-embedded format questions will be used to assess students' technical writing skills.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
No Target established

Finding (2011-2012) - Target: Met
Five course-embedded questions regarding technical components of writing were assessed in three different sections of TCF 215. For those questions, 90% of the students answered all 5 questions correctly; the remaining 10% answered only half correctly. This is a solid finding, and no changes are expected as a result of this assessment.

Technical Writing

SLO 4: Apply concepts and theories
Students will apply concepts and theories in the use and presentation of images and/or information.

Connected Documents

Telecommunication and Film BA Curriculum Map 1
Telecommunication and Film BA Curriculum Map 2

Related Measures
M 7: Video and audio theories final video
A course-embedded rubric will be used to assess students' application of video and audio theories in the final video project.

Source of Evidence: Project, either individual or group

Target:
No target established

Finding (2011-2012) - Target: Met
A course-embedded rubric was used in two separate production classes to evaluate the final project for the semester. These are team projects (the nature of production is that is IS a team activity) so the rubrics were for the team project, although used toward individual grades. Overall, 83% received a "B" or higher on the theories section of the project. Since these students are just beginning to learn to apply these theories, the department feels that this result is solid and does not expect any changes.

Production Theories

M 8: Marketing and persuasion theories
A course-embedded rubric will be used to assess students' application of marketing and persuasion theories.

Source of Evidence: Academic direct measure of learning - other

Target:
No target established

Finding (2011-2012) - Target: Met
A course embedded rubrik for the final project in TCF 215 was used as the measure. In addition to the writing portion of the project, students were required to interview a business owner and apply marketing concepts to the business. Then, the writing portion required the application of persuasion theory.

On the project, 90% received a "C" or better, which is considered average.

SLO 5: Improvement outcome
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) Full assessment was hindered in spring of 2011 due to the storm of April 27.

Connected Document
Telecommunication and Film BA Curriculum Map 2

Related Measures

M 9: Assessment measure
Assessment measure will be distributed throughout the academic year.

Source of Evidence: Academic direct measure of learning - other

Target:
target not established

Finding (2011-2012) - Target: Met
Due to the interruption of assessment due to the tornado of 2011, it was deemed essential to conduct assessment measures throughout the year, both semesters, instead of assessing only at the end. Although many of our measures rely on a final project, the year-long measurement did increase our results and provide a better assessment understanding.

M 10: More courses measured
More courses will be measured, contributing to a more accurate depiction of our program.

Source of Evidence: Academic direct measure of learning - other

Target:
target not established

Finding (2011-2012) - Target: Met
As the TCF department has grown, we have found it necessary to establish multiple sections of many of our fundamental courses. In order to accurately assess the curriculum, we chose to expand our assessment measures into the multiple sections, adding the results together. This has provided a more comprehensive assessment measure.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 6: Recognized quality
The program will sustain a high level of recognized quality.

Related Measures

M 11: ACEJMC Accreditation
The program is accredited and reviewed by the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC).

Source of Evidence: Academic indirect indicator of learning - other

Target:
no target established

Finding (2011-2012) - Target: Met
Results of the most recent external accreditation review by the national accrediting council for our discipline, the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC), awarded the department with full re-accreditation.

M 12: FAR system
The FAR system will be used to measure faculty research and creative output in nationally recognized journals, publications, and media competitions.

Source of Evidence: Academic indirect indicator of learning - other

Target:
no target established

Finding (2011-2012) - Target: Met
The Faculty Activity Report (FAR) shows that the TCF faculty have demonstrated recognized quality at the national level through peer-reviewed journals, book chapters, film festivals, and creative awards.

OthOtcn7: Program enrollments and degree completions
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 13: University statistics
University statistics on majors will show a growth in enrollment from the 2010-2011 year.

Source of Evidence: Academic indirect indicator of learning - other

Target:
no target established

Finding (2011-2012) - Target: Met
University statistics show that enrollment in TCF as a major has risen consistently every year since 2006.

M 14: Graduation rate statistics
University statistics will show graduation rates consistent with expectations based on the number of majors.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:
no target established

Finding (2011-2012) - Target: Met
According to University statistics, the TCF department has graduated students at the proper rate for the number of enrolled majors.

OthOtcn8: Graduates highly valued
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 15: TCF graduate survey
Data from TCF graduate survey on program value will demonstrate that 80% of our graduates will rate the TCF program “good” or “excellent.”

Source of Evidence: Exit interviews with grads/program completers

Target:
no target established

Finding (2011-2012) - Target: Met
The TCF survey for graduating seniors is still in process and therefore was not assessed at this time by the department. We hope to use the most recent (NSSE) survey to fill in the gaps on this measure until the department can finish devising a survey.

M 16: Data from TCF graduate survey
Data from the TCF graduate survey on preparation for employment will demonstrate that 80% of our graduates will rate their preparation as “good” or “excellent.”

Source of Evidence: Exit interviews with grads/program completers

Target:
no target established

Finding (2011-2012) - Target: Met
The TCF survey for graduating seniors is still in process and therefore was not assessed at this time by the department. We hope to use the most recent (NSSE) survey to fill in the gaps on this measure until the department can finish devising a survey.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

History of Broadcasting
The assessment measure showed that the test scores on the 15 measured questions were not as high as expected for majors in this field.

Therefore, professors who regularly teach both the history of broadcasting and the history of film have formed a committee to update and and develop a consensus on what these classes should cover. Adjuncts are often used in these courses, and having an outline of expected material will help with consistency between the sections.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Events and pioneers in television and radio | Outcome/Objective: Discipline Knowledge

Implementation Description: Faculty will devise a list of information that should be covered in this class. The assessment measure questions will come from this material.

Projected Completion Date: 02/2013
## Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Student Learning Outcome 1: History</th>
<th>Student Learning Outcome 2: Tools</th>
<th>Student Learning Outcome 3: Writing</th>
<th>Student Learning Outcome 4: Theories</th>
<th>Student Learning Outcome 5: Improvement</th>
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<tbody>
<tr>
<td>TCF 100</td>
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<td>TCF 215</td>
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<td>TCF 300-level Production</td>
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<td>TCF 400-level Production</td>
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<td>TCF 100</td>
<td>History test; Historical paper</td>
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<td>TCF 201</td>
<td>Technology skill evaluation</td>
<td>Client assessment project</td>
<td>Project evaluation</td>
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<td>TCF 215</td>
<td>Final project; technology mastery</td>
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