

UCF Assessment

Assessment Plan and Results

Plan Year: Status: Results Approved for DRC Report
 Program/Unit: Last Updated: 12/3/2012 10:04:09 AM

IE Assessment Rubrics
 Assessment DRC Chair Instructions
 Assessment for Unit Heads

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Program/Unit:	Radio and Television - B.A.	DRC:	College of Sciences
Year:	2011-2012	DRC Chair:	Cynthia Y Young
Due Date:		Coordinator (s):	Boyd Lindsley, Kim Tuorto, Timothy Brown
		Reviewer(s):	Helge Heinrich

Quick Links:

Mission:

The Radio/Television program will provide students with core competencies, specific knowledge and applicable skills to succeed in the demanding careers associated with television and video production; audio production; broadcast journalism; broadcast and production management, sales and promotions; and web-based applications of video and audio content.

Assessment Process:

1) Evaluation forms for interns completed by the intern supervisors 2) Pre-test/post-test administered in RTV 3007 3) Evaluation of student work by professional panel 4) Pre-test/post-test administered in RTV 2102 5) Pre-test/post-test administered in RTV 3301 and RTV 3304

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Outcome: 1

Graduates will write proficiently for electronic media.

Academic Learning Compact (ALC):

- ☒ Communication
- ☐ Critical Thinking
- ☒ Discipline-specific knowledge, skills, attitudes and behaviors
- ☐ Not an ALC

Measure: 1.1

Upon completion of an RTV internship, RTV student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's level of expertise in critical areas of WRITTEN skills. Each RTV student intern will score a minimum of 3 on a 5-point scale. Minimum sample of 20 RTV student interns.

Result:

The results on 1.1 have been met. Of the 33 interns measured over Fall and Spring (Summer evaluations were not ready by the time of this assessment), only 3 (three) scored at the three level; the rest scored at a four or above. With an average over all students of 4.38

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 1.2

Student writing proficiency will be evaluated utilizing a standardized pre-test/post test in all RTV 2102 classes. Seventy per cent of the students in these classes will score a minimum of 70 per cent on the post test and increase their score over the pre-test by a minimum of 10 percentage points.

Result:

We continue to see mixed results here. Students in both semester of Fall and Spring are increasing their scores, many of them beyond the 10 percentage points. However, they are still not reaching that 70% goal mark. While they are recognizing concepts, we are trying analyze our data to get a better handle as to why they are not mastering some skills. Students are good at guessing which correction is right, but not so good at "finding the error."

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Reflective Statement:

We have mixed news here. Local professionals continue to rate our interns very highly on writing, but they are not starting out at the high levels. The answer may be in our pre-requisite classes. Students cannot intern right when they enter they program - they must often go through two classes before they can do an internship for credit. As such, we may be able to correct their writing issues before they get to the internships, just not in the first writing course (RTV 2102, part of this assessment).

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

The data reporting and analysis is reasonable.

Attachments: RTV Internship Eval Form.xls RTV Internship Eval Form.xls

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Outcome: 2

Graduates will be able to speak knowledgeably in business settings appropriate to their career path.

Academic Learning Compact (ALC):

- ☒ Communication
- ☐ Critical Thinking
- ☒ Discipline-specific knowledge, skills, attitudes and behaviors
- ☐ Not an ALC

Measure: 2.1

Upon completion of an RTV internship, RTV student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's level of expertise in critical areas of VERBAL skills. Each RTV student intern will score a minimum of 3 on a 5-point scale. Minimum sample of 20 RTV student interns.

Result:

Measure 2.1 is met. Of the 36 interns over the Fall and Spring, only 4 (four) received evaluations of a 3 on a five point scale for their Verbal skills; the others scored either 4s or 5s, with the average overall of 4.49.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 2.2

Students should show increased ability to discuss their major area using appropriate terms and sequences. This will be ascertained through the administration of a pre-test/post-test. The pre-test will be given in RTV 3007 and the post-test will be given in the senior level courses RTV 3263, RTV 4320, and RTV 4800. Seventy per cent of the students will score at least 70 per cent on the post-test and increase their score by a minimum of 10 percentage points over their pre-test score.

Result:

The results here are a bit lacking, in part because of personnel. In the Fall and Spring, we had two new instructors for one of the courses (RTV 3263); we also had a primary broadcast journalism instructor leave (RTV 4320) in the middle of the year. In trying to

cover those two positions with other faculty members, this ending assessment quite simply slipped through the cracks.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Reflective Statement:

Personnel issues have hampered our results and understanding. However, if we examine what information we DO have, we can see that students are evaluated by our industry as very professional and knowledgeable about the business, as well as well-spoken about their goals and intentions. The OVERALL understanding is not measured during this year, but previous years have shown that students by and large have met the goals laid out in 2.2, and therefore it is reasonable to assume that, given the results of 2.1 and past results of 2.2, that this year would be little different.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

Data are reported where available. Older data are considered in one case, they should also be used to see any trends in 2.1.

Attachments: RTV 3007 PRETEST.doc RTV 3007 PRETEST.doc

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Outcome: 3

Production graduates will be able to produce video, audio or multimedia projects that are of professional quality.

Academic Learning Compact (ALC):

- ☐ Communication
☐ Critical Thinking
☒ Discipline-specific knowledge, skills, attitudes and behaviors
☐ Not an ALC

Measure: 3.1

A sample of student production projects from senior classes will be submitted to a panel of professionals to evaluate using a standard rubric. Seventy per cent of the student projects will be evaluated at an overall average of 3 on a 5-point scale.

Result:

These results are also the victim of the last minute change in personnel (see above). What we CAN say is that many of the students who would have been included in this sample are

also doing production oriented internships; as we will see, students in the production track are very highly rated on their production skills. While it's not to be implied that there is a direct "like-for-like" data substitution, it is fair to say that students in our production track are producing work that is considered high caliber, based on their ratings as interns.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 3.2

Production students should participate in the out of class opportunities for production experience in one of three ways: 1. an appropriate production internship in the field, 2. programming produced through the division and/or 3. production in connection with a practicum. A sample of student production work from these out of class experiences will be evaluated by a professional panel utilizing a standardized rubric. A minimum of 70 per cent of the productions evaluated will be ranked a minimum of 3 on a 5-point scale.

Result:

Production students are meeting this in two ways: appropriate production internships (where many students are gaining experience) and in production of the Knightly News broadcast each week. However, outside work has not been evaluated, in part because of personell issues addressed above.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Reflective Statement:

As personnel issues settle down, we hope to have more stable data here. In addition, the new personnel can help us develop what may be a better approach to assessing the caliber of student work. We're in the process of trying to turn that around.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

Somewhere, there will always be issues with last minute instructor changes. Assessment tools should be distributed (after discussion) to all faculty in faculty meetings. Faculty should be aware that a small part of their teaching involves taking data for assessment purposes.

Attachments: RTV Production Rubric.doc

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Outcome: 4

Broadcast Journalism graduates will be able to analyze news situations and make sound decisions as to the areas that should be included and emphasized.

Academic Learning Compact (ALC):

- ☐ Communication
- ☒ Critical Thinking
- ☒ Discipline-specific knowledge, skills, attitudes and behaviors
- ☐ Not an ALC

Measure: 4.1

Students in the broadcast journalism capstone course, RTV 4320C, will have a minimum of 3 story ideas approved for inclusion into one of the student-produced newscasts airing on the UCF Channel.

Result:

All 17 students who successfully completed the course met this goal.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 4.2

A rubric will be used to evaluate student assignments in the RTV 3304 (EJII) class. The rubric will identify how well students have mastered the tasks necessary to produce broadcast quality news packages. All students in the RTV 3304 class should score a minimum of 4 on a 5-point scale.

Result:

These results were not collected. In the middle of the Fall semester, our primary broadcast journalism instructor (who taught EJ1 and EJ2 in the semesters) left the University's employ. We were able to cover the Fall semester with people on site, and in the Spring we hired an adjunct to teach those classes (adjunct had professional experience - this was first teaching experience). To be candid, this just "slipped through the cracks:" the efforts of the Area Coordinator to keep the courses going with the adjunct, teach his own courses, as well as administrative work kept us from paying attention to all the details, and this one didn't get covered.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

That we do not have the data for 4.2 is distressing, especially as this was an area that we had hoped to improve upon from last year's assessment. We have struggled with how to effectively implement a "pretest/posttest" process; we have also examined how to include

professionals in the evaluation process. This is something that must be addressed and we hope to this year.

A comment from the reviewer from 2010-2011 indicated that 4.1 (5.1 and 6.1) were not "stretchable." Indeed, they are somewhat basic. This year we attempted to have professionals included in the evaluation process of the newscast - not to determine the number of stories, but to determine the quality of the stories and the newscast as a whole. Those efforts are promising, however they are not part of the official assessment process. We hope to have a more formal plan in place to begin collecting data in the coming year.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

Ok, here are examples of changes that happen in the assessments data evaluation.

Attachments:[Top](#)**Outcome: 5**

Broadcast Journalism graduates will be able to seek out and develop newsworthy ideas, including acquiring appropriate information.

Academic Learning Compact (ALC):

- ☐ Communication
☒ Critical Thinking
☒ Discipline-specific knowledge, skills, attitudes and behaviors
☐ Not an ALC

Measure: 5.1

Students in the broadcast journalism capstone course will submit a minimum of 3 news story ideas at story conferences judged newsworthy by both the producer and director of the student newscast.

Result:

All students (17) who completed the course met this requirement.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 5.2

Students in the EJI and EJII classes will demonstrate increasing ability to assess news ideas and suggest the means to acquire the necessary information to make them airworthy. This will be measured by their performance on a standardized pre-test/post-test administered

over two semesters in RTV 3301 and RTV 3304. At least 70 per cent of the students in these classes will score a minimum of 70 per cent on the post-test and improve their score by an average of 10 percentage points over the pre-test score.

Result:

See measure 4.2 - These results were not collected. In the middle of the Fall semester, our primary broadcast journalism instructor (who taught EJ1 and EJ2 in the semesters) left the University's employ. We were able to cover the Fall semester with people on site, and in the Spring we hired an adjunct to teach those classes (adjunct had professional experience - this was first teaching experience). To be candid, this just "slipped through the cracks:" the efforts of the Area Coordinator to keep the courses going with the adjunct, teach his own courses, as well as administrative work kept us from paying attention to all the details, and this one didn't get covered.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Reflective Statement:

That we do not have the data for 5.2 is distressing, especially as this was an area that we had hoped to improve upon from last year's assessment. We have struggled with how to effectively implement a "pretest/posttest" process; we have also examined how to include professionals in the evaluation process. This is something that must be addressed and we hope to this year.

A comment from the reviewer from 2010-2011 indicated that 4.1 (5.1 and 6.1) were not "stretchable." Indeed, they are somewhat basic. This year we attempted to have professionals included in the evaluation process of the newscast - not to determine the number of stories, but to determine the quality of the stories and the newscast as a whole. Those efforts are promising, however they are not part of the official assessment process. We hope to have a more formal plan in place to begin collecting data in the coming year.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

I understand that students could submit more than 3 news story ideas. May be these measures could be tougher (90% submit 4 stories or more) and stretchable.

Attachments: RTV 3304 POST-TEST.doc

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Outcome: 6

Broadcast Journalism graduates will be able to write and produce professional level news stories, using TV news format and editing video and audio into a coherent news story.

Academic Learning Compact (ALC):

- ☒ Communication

- ☐ Critical Thinking
- ☒ Discipline-specific knowledge, skills, attitudes and behaviors
- ☐ Not an ALC

Measure: 6.1

Students in the broadcast journalism capstone course will prepare and submit a minimum of 3 news stories that will air on the student-produced newscast on the UCF Channel.

Result:

*****THIS HAS UPDATED INFORMATION*****

This measure was successfully met. Twenty one students overall were enrolled at the start of their respective terms (7 in Fall 11, 14 in Spring 12). All students who completed the course (17 - 2 in Fall, 14 in Spring) met this requirement, as all students prepared and submitted a minimum of three stories to air on the student-produced newscast.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 6.2

All students in the Broadcast Journalism track will show progressive capability in story development and judgement as they progress through the classes (EJI and EJII) leading up to the capstone experience (RTV 4320). This will be measured by the students' performance on a pre-test/post-test administered over two semesters in RTV 3301 and RTV 3304. At least seventy per cent of the students in these classes will score a minimum of 70 per cent on the post-test and improve their score by an average of 10 percentage points over their pre-test score.

Result:

See 4.2 and 5.2 - These results were not collected. In the middle of the Fall semester, our primary broadcast journalism instructor (who taught EJ1 and EJ2 in the semesters) left the University's employ. We were able to cover the Fall semester with people on site, and in the Spring we hired an adjunct to teach those classes (adjunct had professional experience - this was first teaching experience). To be candid, this just "slipped through the cracks:" the efforts of the Area Coordinator to keep the courses going with the adjunct, teach his own courses, as well as administrative work kept us from paying attention to all the details, and this one didn't get covered.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

That we do not have the data for 6.2 is distressing, especially as this was an area that we had hoped to improve upon from last year's assessment. We have struggled with how to effectively implement a "pretest/posttest" process; we have also examined how to include

professionals in the evaluation process. This is something that must be addressed and we hope to this year.

A comment from the reviewer from 2010-2011 indicated that 4.1 (5.1 and 6.1) were not "stretchable." Indeed, they are somewhat basic. This year we attempted to have professionals included in the evaluation process of the newscast - not to determine the number of stories, but to determine the quality of the stories and the newscast as a whole. Those efforts are promising, however they are not part of the official assessment process. We hope to have a more formal plan in place to begin collecting data in the coming year.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

Ok, next year measures can have stretch targets.

Attachments: RTV 3301 pretest.doc

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Outcome: 7

Graduates will demonstrate professional characteristics including organization, initiative, and deadline responsibilities.

Academic Learning Compact (ALC):

- ☐ Communication
☐ Critical Thinking
☐ Discipline-specific knowledge, skills, attitudes and behaviors
☒ Not an ALC

Measure: 7.1

Upon completion of an RTV internship, RTV student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's level of expertise in the critical area of ORGANIZATIONAL skills. Each RTV student intern will score a minimum of 3 on a 5-point scale. Minimum sample of 20 RTV student interns.

Result:

****THIS HAS UPDATED INFORMATION*****

This goal was met. Of the 72 interns evaluated on their Organizational skills over the Fall, Spring and Summer Semesters, the overall average was 4.7 (out of 5). Sixty-six scored at four or above, only 6 scored at a 3 level.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 7.2

Upon completion of an RTV internship, RTV student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's level of expertise in the critical area of DEADLINE RESPONSIBILITY. Each RTV student intern will score a minimum of 3 on a 5-point scale. Minimum sample of 20 RTV student interns.

Result:

*****THIS HAS UPDATED INFORMATION*****

The measure was successfully met; of the 72 interns measured on their Deadline Responsibility, only one scored at a 3 level; the rest scored at a 4 or 5, with the average across all intern scores at 4.6.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 7.3

Upon completion of an RTV internship, RTV student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's level of expertise in the critical area of INITIATIVE. Each RTV student intern will score a minimum of 3 on a 5-point scale. Minimum sample of 20 RTV student interns.

Result:

*****THIS HAS UPDATED INFORMATION*****

This goal was met. Of the 72 interns measured on their Initiative, 8 received scores of 3; the rest had scored of 4 or higher, with the average across all interns at a 4.4.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Reflective Statement:

It is clear that students from NSC-RTV are highly sought after and that area employers rate their skills very high. The feedback indicates that they are in high demand and that their skills meet the expectations of the employers. The feedback from the Assessment Reviewer from 2010-2011 indicated that the ratings should be higher (from a 3 to a 4). We as a faculty should look at that, however that will not take place until the start of the year when faculty report. It is worth it to point out that by using a sample of only 20 students, all students would have met that criteria as well; as it is, at most only 14% of the student census was below the "4" standard (organizational skills) and 12% in another (initiative). These are areas that we hope to improve in our curriculum - teaching students to be more focused on these skills, as employers not only rate the students on them, but rate them as valuable skills in the workplace.

What we are already doing that may be more beneficial is examining the standards we have for our internship evaluation. In other words, are the evaluators using the criteria we hope that they do for their ratings? Some members of our faculty started examining this in the spring and we hope to have some changes made by the time next year's assessment rolls around.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

This needs to be changed into stretchable targets in future years. Otherwise, good reporting.

Attachments: RTV Internship Eval Form.xls

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Outcome: 8

Production graduates will demonstrate professional level skills using equipment required for RTV production.

Academic Learning Compact (ALC):

- ☐ Communication
☐ Critical Thinking
☒ Discipline-specific knowledge, skills, attitudes and behaviors
☐ Not an ALC

Measure: 8.1

Upon completion of an RTV internship, RTV PRODUCTION-TRACK student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's level of expertise in the critical area of PRODUCTION skills. Each RTV production student intern will score a minimum of 3 on a 5-point scale. Minimum sample of 20 RTV student interns.

Result:

This goal was met. All student interns (100%) in the production track (total from Fall, Spring, Summer) measured on their Production Skills received a 4 or 5 from their internship supervisors; the average across all interns was a 4.22.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 8.2

Upon completion of an RTV internship, RTV PRODUCTION-TRACK student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's PROFESSIONAL POTENTIAL. Each RTV production student intern will score a minimum of 3 on a 5-point scale. Minimum sample of 20 RTV student interns.

Result:

All student interns on the production track measured on their professional potential were evaluated at a 4 or 5, with an average across all interns of 4.78

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Reflective Statement:

It is clear that production students from NSC-RTV are highly sought after and that area employers rate their skills very high. The feedback indicates that they are in high demand. The feedback from the Assessment Reviewer from 2010-2011 indicated that the ratings should be higher (from a 3 to a 4). We as a faculty should look at that, however that will not take place until the start of the year when faculty report. It is worth it to point out all students would have met that criteria as well.

What we are already doing that may be more beneficial is examining the standards we have for our internship evaluation. In other words, are the evaluators using the criteria we hope that they do for their ratings? Some members of our faculty started examining this in the spring and we hope to have some changes made by the time next year's assessment rolls around.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

I think the 8.1 target can be easily amped up to 4, with 95% fulfilling it.

Attachments: RTV Internship Eval Form.xls

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Outcome: 9

Eighty percent of students in the Broadcast Journalism and Production tracks, and fifty percent of students in the Generalist track, will successfully complete an internship before graduation.

Academic Learning Compact (ALC):

- ☐ Communication
☐ Critical Thinking
☒ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 9.1

Students in internships will receive a satisfactory evaluation by their respective internship supervisors. the evaluator will be asked to rank skills in written and oral areas. Each student shall score a minimum of 3 on a 5-point scale. A census of internships will be compiled each semester.

Result:

Student interns perform very well, scoring an average of 4.4 on written and 4.5 on verbal. No student scored below a three; Only one student (English as second language) scored a three in verbal, and a different student scored a three in written.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 9.2

Eighty percent of students in the Broadcast Journalism and Production tracks shall complete an appropriate internship. This will be determined by a review of the academic audits for the graduating students in these tracks and their internship evaluation forms.

Result:

The results have not be met, as approximately 70% of students in each track are completing internships. Those results are consistent with last year. What we are finding is that some students, particularly in the production track, are now landing part time jobs and using those, rather than internships, to gain experience.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 9.3

Fifty percent of students in the Generalist track shall complete an appropriate internship. This will be determined by a review of the academic audits for the graduating students in this track and their internship evaluation forms.

Result:

These results are close to being met, as about 46-47% of generalist students are completing internships. These results are consistent with last year.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Reflective Statement:

That our percentages haven't changed reflects more on the number of students coming through the program and their expectations, but also on the changing nature of "work" and experience. More students are turning to part time positions for experience, and as they do so, they are forgoing internships. Perhaps the better measure might be "experience in the form of an internship or part time job," and that we start measuring or surveying our students who have part time work in the field.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

This is a very important statement, you should change this measure in the future.

Attachments: RTV Internship Eval Form.xls

Changes to Academic Process:

- ☐ Modify Frequency or Schedule of Course Offerings
☐ Make Technology Related Improvements
☒ Make Personnel Related Changes
☐ Implement Additional Training
☐ Revise Advising Standards or Process
☐ Revise Admission Criteria
☐ Other implemented or planned change
☐ No Changes to Academic Process

Explain EACH item checked above:

Personnel related changes - we are exploring a merger/cooperative arrangement with another program in our school (a much more formal arrangement than currently exists), and as such we are exploring making changes to our open job descriptions. EG - we may be looking at expanding to Spanish Language media, so bi-lingual faculty will be necessary. That will expand the internship opportunities for students.

Changes to Curriculum:

- ☐ Revise and/or Enforce Prerequisites
☒ Revise Course Sequence
☐ Revise Course Content
☐ Add Course
☐ Delete Course

Criteria:

Please comment on implemented and planned changes

- ☒ Clear statement of change(s)
☒ Description of how changes created improvements; make suggestions for future cycles

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Review Comments:

I think the assessment process is well thought through. Changes to the program are probably only in part caused by this assessment process. The assessment process makes some needed changes more apparent.

- ☐ Other implemented or planned change
- ☐ No Changes to Curriculum

Explain EACH item checked above:

See above.

Changes to Assessment Plan:

- ☐ Revise Student Outcome Statement
- ☒ Revise Measurement Approach
- ☒ Collect and Analyze Additional Data and Information
- ☒ Change Method of Data Collection
- ☐ Other Planned Changes
- ☐ Plan has been reviewed and no change made
- ☐ No Changes to Assessment Plan

Explain EACH item checked above:

We clearly need to determine for our writing assessment and our internship assessment if we are asking the right questions (on intern evaluations, on pre/post tests). All three of these items go hand in hand, and as our faculty move forward, in addition to exploring curriculum changes, we need to look at how to merge different evaluation processess. For RTV as it stands now, we plan to examine the changes to our measurement on internships and to try and improve/make more simple the data collection on pre/post tests.

Curriculum/Course-related Assessment Methods:

- ☒ Capstone Course
- ☐ Capstone Project or Performance Evaluation
- ☐ Case study / Simulation
- ☐ Course-embedded Questions
- ☐ Portfolio
- ☐ Rating Scale / Scoring Rubric (yields a grade)
- ☐ Assessment Rubrics (student demonstrates proficiency)
- ☐ Lab Journals / Reports
- ☐ Observation (focused on specific program outcomes)
- ☐ Other method

Explain EACH item checked above:

We are exploring the possibility of adding a capstone course to each of our tracks (production and generalist) that currently don't have them. The key thing to determine is whether that improves the experiential learning process over

what already exists. While we like the idea of having instruction and experience in the same room/classroom/program, we may already be at the point where we're preparing students to take on the part time work that propels them into the workplace.

Examinations/Tests:**Standardized:**

- ☐ Nationally-normed Exam
- ☐ State-normed Exam
- ☒ Other

Explain EACH item checked above:

Internal items, no national or state normed exam. However, norms of production quality do exist, and we continue to try and implement those.

Local:

- ☐ Post-test Only
- ☒ Pre-post Test
- ☐ Other exam or test

Explain EACH item checked above:

Our pre-post test procedure needs improvement.

Surveys:**Institution (UCF):**

- ☒ UCF Graduating Student Survey (Seniors or Graduate student)
- ☐ Alumni Survey
- ☐ Student Satisfaction Survey
- ☐ First Destination Survey
- ☐ Employee Survey

Explain EACH item checked above:

We do have access to the graduating student survey, yet in the past we have not had the flexibility to add questions specific to our program. Once we're able to do more of that, we'll incorporate it more.

Local:

- ☒ Alumni Survey (Department or Program; not UCF)
- ☐ Customer Satisfaction Survey
- ☐ Exit and Other Interviews

Explain EACH item checked above:

We are working with the main NSC office to get more alumni involved. In addition, an outside panel of experts (many of them alumni) from the area has been consulting with us on how we can improve our curriculum down the road.

Other Survey(s):

- ☐ National Survey
- ☐ State Survey
- ☒ Other Survey

Explain EACH item checked above:

none.

Miscellaneous Assessment Methods:

- ☒ Advisory Board
- ☐ Focus Group
- ☐ Institutional Data
- ☐ Student Records
- ☐ Accreditation Reviews (e.e. SACS, NCATE, ABET)
- ☐ Other

Explain EACH item checked above:

We have an informal advisory board (as noted above) working with us to help guide us through the transition of potential curriculum revision and convergence. This board is made up of local professionals, many of whom are graduates of our program(s) from various years, which helps get a clearer picture of how the program has changed (or not) over the decades. We hope to make this group more formal and more a part of our process.

Institutional Effectiveness Assessment Results Rubric

*If programs or units fail to provide any input, their results will be evaluated with "No effort (0)."

- | | | | | |
|----------------------------------------|---------------------------------------|-------------------------------------------------|------------------------------------------------------|----------------------------------------|
| <input type="radio"/> Beginning
(1) | <input type="radio"/> Emerging
(2) | <input type="radio"/> Meets Expectations
(3) | <input checked="" type="radio"/> Accomplished
(4) | <input type="radio"/> Exemplary
(5) |
|----------------------------------------|---------------------------------------|-------------------------------------------------|------------------------------------------------------|----------------------------------------|

Indicators:

- ☒ 1. Complete and relevant data are provided for all measures OR if data are incomplete or missing, an explanation is provided

- ☒ 2. Data reporting is thorough (see below)
i.e., populations are defined; sampling methods and response rates are provided with survey data, etc.
- ☒ 3. Results for each measure indicate whether the target for that measure has been met
- ☒ 4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes
- ☒ 5. Implemented and planned changes are included and are linked to assessment data, or if no changes are reported, an explanation is provided
- ☒ 6. Assessment instruments are attached or linked to if not proprietary

Additional Indicators:

- ☒ 7. Includes description of how the assessment process has been useful to your program or unit
- ☒ 8. Includes description of how IE Assessment has resulted in quality improvement initiatives
- ☐ 9. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process

Summary of Assessment Process:

Think about the last few years and describe evidence-based changes that have taken place because of assessment. Also address other factors that have caused changes to be made (e.g., state mandate, accreditation review recommendations).

The biggest factor has been the change in personnel, both foreseen (retirement) and unforeseen (faculty member leaving). While we've been able to continue serving students and making sure that classes are covered, we have had less luck in moving forward and adapting to changing professional standards AS A UNIT. Individually, we've been able to keep up in certain classes, but we are at the point now where we need to focus on making bigger, sweeping changes to programs that will allow us to move forward. The assessment process has identified areas where we need to focus on improvement, and the hope is that our efforts will focus on change for improvement, not change for change.

Review Criteria:

(Examples: Could you be more specific? Has your benchmark remained at this level too long?)

- ☐ Revision or explanation needed
- ☒ Satisfactory

Review:

The assessment process helps the program to identify where improvements are most important, despite continuing lack of faculty available. But it is difficult to aim for improvements when the most important issue is the lack (or volatility) of faculty available.