# UCF Academic Program Review 2012-13
## Consultant Undergraduate Program Review

**Program:  Radio/Television, B.A.**

**Lead Reviewer(s) Name(s):**  Roderick Hart (Univ. of Texas – Austin), Alisa White (Univ. of Texas – Tyler)

**Report Author(s):  Alisa White, The University of Texas at Tyler**

**Instructions**: Please offer your assessment of each item below, considering when appropriate, your knowledge of other public research institutions. While a few items solicit an open-ended response, most ask you to rate a particular characteristic of the program under review as exemplary, appropriate, or needing improvement. At the end of each section, please elaborate on any items in that section identified as exemplary or needing improvement. Additional comments are optional. You may offer recommendations for improvement on the topics covered in each section at the end of the respective section and/or you may provide all recommendations for program improvement in item 8.3 at the end of this document.

---

**Section 1        Program Goals and Planned Student Learning Outcomes (SLOs)**

*Please evaluate the following:*

1.1        Program goals and objectives, including those related to planned student learning outcomes (In addition to the program self-study, you may wish to consult the *Student Learning Outcomes Assessment* library in the UCF APR Web site.)

> *Please select only one option from the list below:*
> ☐ Exemplary    ☒ Appropriate    ☐ Needs Improvement    ☐ Don't Know    ☐ Not Applicable

> *Please elaborate if you identified item 1.1 as exemplary or needing improvement. Other comments are optional.*
>
> *Recommendations, if any,  in the area of program goals and planned student learning outcomes:*

**Section 2        Program Coordination and Administration**

*Please evaluate the following:*

2.1        Program administrative and management structures to effectively run program (e.g., effectiveness of program coordination, process for monitoring students' progress to degree, program handbooks, process for selecting preceptors/thesis advisors/research mentors/clinical supervisors)

> *Please select only one option from the list below:*
> ☐ Exemplary    ☒ Appropriate    ☐ Needs Improvement    ☐ Don't Know    ☐ Not Applicable

2.2     Student access to resources to enhance student success (e.g., advising, faculty members, appropriate technology)

***Please elaborate if you identified any items in this section (2.1- 2.2) as exemplary or needing improvement. Other comments are optional.***
The Academic Student Service Center handles an impressive number of student interactions and appears to do so very successfully. Advising office personnel have a "can do" attitude that is infectious and inspires confidence. Advising materials such as program "at a Glance" sheets clearly lay out the path to degree. Undergraduate and graduate students report having exceptional access to their professors, and when pressed, gave specific examples of the positive mentoring and advising they receive from their professors and the advising center.

The faculty is very involved with their students in the pre and post production, and students appeared to be very comfortable asking for help and guidance. Many faculty members are active scholars and have relevant professional experience.

The audio production and television production facilities are top notch, and they provide students with excellent opportunities to gain skills they need for future employment. The investment in high definition TV pays off in production quality, which makes the Knightly News brand more credible.

***Recommendations, if any, in the area of program coordination and administration:***
It is recommended that the School consider the amount of time necessary for faculty members to work with students effectively in the studios and the impact on their overall workload.

## Section 3     Program Demand and Productivity

*Please evaluate the following:*

3.1     Program's ability to meet student demand for the major

3.2     Program's curriculum contribution toward the General Education Program

3.3     Enrollment levels relative to faculty size and composition

3.4     Program's ability and responsiveness to meet the needs of other disciplines (e.g., program offerings that support other programs)

3.5     Program's ability and responsiveness to meet local, regional, and national needs

*Please select only one option from the list below:*
☐ Exemplary     ☒ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

3.6     Student retention

*Please select only one option from the list below:*
☐ Exemplary     ☒ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

3.7     Student time-to-degree in the program

*Please select only one option from the list below:*
☐ Exemplary     ☒ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

*Please elaborate if you identified any items in this section (3.1- 3.7) as exemplary or needing improvement. Other comments are optional.*
RadioTV is a popular major, and more students would declare the major if capacity were higher. It would be difficult, however, to grow the major without adding faculty members.

*Recommendations, if any, in the area of program demand and productivity:*
The university must determine whether the RadioTV program should grow, and if so, provide additional personnel to accommodate more students.


## Section 4        Program Quality

*Please evaluate the following:*

4.1     Criteria for program admission (if applicable)

*Please select only one option from the list below:*
☐ Exemplary     ☒ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

4.2     Quality and rigor of student learning outcome targets (Refer to Academic Learning Compacts and student learning outcomes assessment plans located in the *Student Learning Outcomes Assessment* library.)

*Please select only one option from the list below:*
☐ Exemplary     ☒ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

4.3     Evidence of student learning consistent with stated program goals (including planned student learning outcomes) and discipline standards

*Please select only one option from the list below:*
☐ Exemplary     ☒ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

4.4     Student licensure pass rates (if applicable)

*Please select only one option from the list below:*
☐ Exemplary     ☐ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☒ Not Applicable

4.5     Placement rates for graduates relative to disciplinary trends at other public research universities

Student Perceptions of Program Quality

*Based upon your interactions with students in the program, please indicate how you believe students in the program view the program in the following areas:*

4.6 Students' perception of the overall administration of the program

*Please select only one option from the list below:*
☐ Exemplary ☒ Appropriate ☐ Needs Improvement ☐ Don't Know ☐ Not Applicable

4.7 Students' perception of advising and mentoring

*Please select only one option from the list below:*
☒ Exemplary ☐ Appropriate ☐ Needs Improvement ☐ Don't Know ☐ Not Applicable

4.8 Students' perception of program quality and rigor

*Please select only one option from the list below:*
☐ Exemplary ☒ Appropriate ☐ Needs Improvement ☐ Don't Know ☐ Not Applicable

4.9 Students' perceptions of the academic and collegial atmosphere of the program

*Please select only one option from the list below:*
☐ Exemplary ☒ Appropriate ☐ Needs Improvement ☐ Don't Know ☐ Not Applicable

***Please elaborate if you identified any items in this section (4.1- 4.8) as exemplary or needing improvement. Other comments are optional.***
See comments about advising and mentoring in section 2.2.

It is unfortunate that the School does not track placement after graduation. It isn't possible to see a complete picture withou that data.

It is noted that according to the self-study, students' perception of teaching quality has been going up. Students who interacted with the reviewers reported high satisfaction with the program quality.

***Recommendations, if any, in the area of program quality:***
It is recommended that the School collect job placement data and graduate school admission statistics on students after they graduate.

The Nicholson School faculty and administration appear to have strong ties to industry, and it is recommended that industry employers be surveyed to determine perception of Nicholson graduates.

**Section 5      Student Characteristics and Quality**

*Please evaluate the following:*

5.1     Program's ability to attract high quality students

*Please select only one option from the list below:*
☒ Exemplary     ☐ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

5.2     Incoming students' credentials

*Please select only one option from the list below:*
☒ Exemplary     ☐ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

5.3     Student diversity

*Please select only one option from the list below:*
☐ Exemplary     ☒ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

5.4     Quality of student accomplishments compared to similar programs at other public research universities (e.g., theses, creative works, papers presented; awards won; quality of subsequent graduate and professional programs entered; employment)

*Please select only one option from the list below:*
☐ Exemplary     ☒ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

5.5     Program relationship with alumni

*Please select only one option from the list below:*
☐ Exemplary     ☒ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

***Please elaborate if you identified any items in this section (5.1- 5.5) as exemplary or needing improvement. Other comments are optional.***
The RadioTV program attracts enough students that it can accept the best students into its limited access program. It would be good to attract more male students and more minority students, but the numbers are not out of line. We commend the program's admission reconsideration policy and the resulting "rebalancing" of student characteristics.

It is noted that transfer students attrite at a higher rate than do FTIC students.

***Recommendations, if any,  in the area of student characteristics and quality:***
It is recommended that the School study the success of transfer students to determine why they attrite at a higher rate than native students.

## Section 6     Curriculum, Course Offerings, and Student Engagement Opportunities

*Please evaluate the following:*

6.1     Current curriculum's alignment with program goals

*Please select only one option from the list below:*
☐ Exemplary     ☒ Appropriate     ☐ Needs Improvement     ☐ Don't Know     ☐ Not Applicable

6.2     Design of core courses' to provide students a solid foundation in the discipline

*Please select only one option from the list below:*
☐ Exemplary  ☒ Appropriate  ☐ Needs Improvement  ☐ Don't Know  ☐ Not Applicable

6.3     Availability and timeliness of required courses

*Please select only one option from the list below:*
☐ Exemplary  ☒ Appropriate  ☐ Needs Improvement  ☐ Don't Know  ☐ Not Applicable

6.4     Adequacy of student professional development opportunities (e.g., research, clinical experience, student teaching, service learning)

*Please select only one option from the list below:*
☐ Exemplary  ☒ Appropriate  ☐ Needs Improvement  ☐ Don't Know  ☐ Not Applicable

6.5     Overall quality and rigor of current curriculum

*Please select only one option from the list below:*
☐ Exemplary  ☒ Appropriate  ☐ Needs Improvement  ☐ Don't Know  ☐ Not Applicable

6.6     Incorporation of appropriate pedagogical and/or technological innovations into the curriculum

*Please select only one option from the list below:*
☒ Exemplary  ☒ Appropriate  ☐ Needs Improvement  ☐ Don't Know  ☐ Not Applicable

***Please elaborate if you identified any items in this section (6.1- 6.6) as exemplary or needing improvement. Other comments are optional.***

***Recommendations, if any, in the area of curriculum, course offerings, and student engagement opportunities:***

## Section 7     Comparative Advantage

7.1     If applicable, please identify features that distinguish the program from similar programs at other institutions (e.g., curriculum, faculty member expertise, student engagement opportunities)

Offering tracks in management/promotions, production, and news gives students a lot of options to work after graduation. According to the self-study, students have the option of getting some field production experience, and because of the independent production work opportunities in the industry, it is recommended that production students be required to a good mix of studio and field production experience.

7.2     Does the program fit a disciplinary niche? If so, please elaborate.

The program's most significant niche is that it is so broad…perhaps more of an antiniche. Many universities focus on fewer tracks because of limited resources. The broad focus is appropriate given the program's location in such a large

media market as Orlando.

7.3       Please discuss the program's potential for achieving discipline (re-)accreditation or (re-)certification, if available.

ACEJMC accreditation would be difficult without reducing class sizes in skills classes and reducing the number of mass communication courses in the curriculum.

**Section 8        Analysis and Recommendations**

8.1       Please identify up to five areas of greatest program strength.

The faculty and staff are professional, engaged, and competent. They are a great resource to the School.

The program's location in a major media market provides meaningful internship opportunities to students.

The program's facilities are top notch. Equipment is recent technology and the space and use of space is appropriate.

The program's tracks (management/promotions, production, and news) give students opportunities to specialize or generalize according to their preference.

Expanding into Spanish-language broadcast education is a smart move.

8.2       Please identify up to five areas of greatest concern for the program (e.g., program weaknesses, barriers, threats, unique vulnerabilities).

The program appears unfocused some and and courses redundant. The faculty members are working long hours, and it is not clear whether or not they have time for reflection and analysis.

8.3       Please reflect on program centrality, cost, comparative advantage, demand, and quality. Keeping these factors in mind, please offer your recommendations for program improvement considering each of the following, as appropriate:
- improvements necessary for successful continuation of program operation (if applicable)
- improvements that are not resource intensive, but that are likely to enhance program quality
- improvements that, if resources permit, could help take the program to the next level of prominence

It is recommended that the RadioTV program collaborate with the journalism program to require students interested in the news industry to learn about traditional and non-traditional formats, including print and digital.

It is recommended that the University consider synergies that would be available through increased cooperation between the Nicholson RadioTV program and the university's public radio station and public television station. While it's recognized that students can get some experience with cable programming and Internet radio, maintaining such a wide separation between the academic and professional is a wasted opportunity. Better integration would give the Nicholson School's RadioTV program a true competitive advantage.

It is recommended that the University explore ways for the RadioTV and Film programs to collaborate, including coordinating curriculum and sharing space. This, of course, would be easier to accomplish if the programs reported to the same dean and unit head.

The review team visited the research park where the public TV station is located. It is suggested that the University's public radio station be located near the public television station and the space in the Nicholson building be freed for academic use.  While the studio and production facilities in the RadioTV program are nice, the School is crowded overall, and faculty and students are squeezed into inadequate square footage. The review team members stepped over students in the hall more than once during the visit.

## Section 9     Executive Summary

In one to two pages, please provide your overall impression of the program, emphasizing key aspects of the review. As appropriate, contextualize your assessment in relation to best practices in the discipline of study, undergraduate education, the broader higher education landscape, and/or industry trends within the field.

The mass communication programs at UCF include majors in advertising/public relations, radioTV, and journalism. The faculty has a good mix of academic credentials and professional experience. Faculty members are engaged with their students, and students met by the review team were enthusiastic about the quality of education they receive in each of the programs.

Students in each program have opportunities to participate in internships because of the University's location in a major media market. The journalism internships appeared to be more strategic and managed than those in the other majors, which benefits students. While practical experience is critical in today's tight job market, students should participate in internships that extend and complement what they learn in the major, and they should be far enough along in the program that they have something to offer the professional organizations.

UCF's public television station and public radio station give the University visibility in the community, and the academic programs should be more involved in their operation. The review team was pleased to learn that the Nicholson School and the public television station plan to share a full-time employee, which should help bridge the two entities. The radioTV students could be involved in locally originated programming and production; advertising/public relations students could be involved in promotions; and journalism students could be involved in news and public affairs.

All of the mass communication programs are limited access programs, and students are admitted on the basis of their grade point averages, essays, and test scores. The attrition rate of transfer students is much higher than the attrition rate of First Time in College (FTIC) students, and the review team suggests exploring reasons why. One point to investigate is whether the practice of considering grade point averages equal regardless of where the courses are taken gives transfer students an edge over FTIC in admission decisions. Students who start as freshmen at UCF and have a 3.5 grade point average by end of sophomore year may be performing better than transfer students coming in to UCF with a 3.5 grade point average from elsewhere.

The lack of diversity in all of the programs needs to be addressed.  If the media frame the messages received by audiences, then those creating the frame need to have characteristics more similar to the population.

It is very curious that a school so well known as the Nicholson School of Communication and a university as large as UCF does not have a student-run newspaper. The absence of the newspaper casts doubt on whether or not the journalism program is taken seriously by either the school or the university.

The Nicholson School is out of space. It is understood that space is a premium at most universities, but the review team finds it difficult to defend instructional space allocation to a service entity such as the public radio station. The allocation isn't consistent with a "student first" mindset.

The best example of appropriate use of space is in the radioTV program, in which students gain experience with a variety of formats and up-to-date high definition technology.

All of the undergraduate mass communication programs offer a quality educational experience to students. The review team suggests looking for ways to collaborate among the programs to create more efficient course rotations.

Most impressive is the dedication with which the School director, faculty, and staff serve their students.