

UCF Assessment

Assessment Plan and Results

Plan Year: Status: Plan Approved for DRC Report
 Program/Unit: Last Updated: 2/21/2017 6:19:04 PM

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Revised UCF IE Assessment Rubrics - 2013-2014 Plans onward
 Assessment Coordinator Instructions

View/Submit Plan Review  2015-2016 Plan Review

Program/Unit: Radio/Television - B.A. DRC: College of Sciences
 Year: 2016-2017 DRC Chair: Elizabeth Grauerholz
 Due Date: 05/01/2017 Coordinator(s): Boyd Lindsley, Kim Tuorto, Stephanie Rice
 Reviewer(s): Traci Milbuta

Quick Links:

Mission:

What is the primary purpose and functions of the program/unit? Who are the stakeholders?

The Radio/Television program in the Nicholson School of Communication is dedicated to serving its students, faculty, the Central Florida community and the professions associated with the field of radio/television/electronic media. The mission of the program is to 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. The program strives to offer the best high-quality, academically challenging undergraduate education available to equip students with critical thinking ability and communication skills necessary to pursuing their academic and professional goals; to provide the program's students with the educational development that will enhance the intellectual, cultural, environmental, and economic development of the metropolitan region; to develop students' academic and professional competencies; to encourage international study abroad programs to broaden our student's education; to establish UCF as a major presence in local and global communication related professional communities; to strengthen our existing partnerships with industry and seek and develop new ones such as our latest with Universal Studios Orlando, to accept and foster more inclusivity and diversity in our admission process of students, and to, thereby, support the mission and vision of the University of Central Florida as a whole.

Assessment Process:

Who is conducting the assessment? What are they doing? What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)? How will you review and analyze the data? How are you going to use the assessment results to improve your program/unit? How will you communicate the results to other faculty or staff members?

1) Evaluation forms for interns completed by the intern supervisors 2) Evaluation of student work by

professional panel 3) Student performance in practical/real world simulation courses. There are 17 tools in place to assess students. All data is made available to faculty and will be used to improve areas of weakness which will be noted by professionals in our measures. Courses will then be revised to address issues in student learning.

Relationship to Strategic Plan:

How are one or more of the outcomes or measures linked to the UCF Collective Impact Strategic Plan (i.e., please see sections that identify granular metrics and supporting strategies). In addition, you may link to supporting strategic plans at any subordinate level. Describe in explicit terms the alignment with strategic planning. You can find the UCF Collective Impact Strategic Plan through the hyperlink above or by going to the assessment login page under 'Related UCF Links,' click on 'Strategic Plan.'

Our plans right now are heavily centered on excelling in undergraduate education and developing partnerships with the industry and the community. Our outcomes are focused on helping us determine how to provide that education and developing those partnerships. By using internship evaluations, we not only encourage students to focus on developing their professional potential with Central Florida media outlets and producers, we also get a "real world" assessment of what our students are learning and applying. By using that evaluation data, we are able to see where our program is strong and where we need to improve our training and education. As interns are evaluated on their writing and professional skills (Outcomes 1,2,3, 5,6, and 7) we learn how well those skills are fitting in with our outside partners. As our news students are evaluated on their news judgment (Outcomes 4 and 5), we learn more about how our partners value the skills that we are teaching our students. And by soliciting that feedback on a regular basis (Outcome 8, internship counts), our partners become more involved in the development of our students and of our program. The industry partnerships help shape and strengthen the undergraduate education focus. Through our assessment of student skills by our partners, we have learned that an international focus is highly desired. We're now expanding our Hispanic media component to work with a partner institution in Spain and possibly Cuba for more Spanish language/Hispanic media opportunities. The assessment program, and the partnerships we've developed with multi-lingual outlets and what they tell us, helps shape that commitment. It also pushes us to be more aware of diversity initiatives and become focused on diversity of all types and levels. Additionally, we are formalizing a curriculum advisory committee to meet this November to further identify areas of study. This committee will be made up of industry professionals from radio, television, digital, and web content based companies such as The Golf Channel, Adrenaline Films, Skystorm Productions, WDBO Radio, iHeart Media and more.

Mission, Process & Strategic Plan Comments:

Each are of the Mission, Process & Strategic Plan section is appropriate and includes all required information. TM 1/2/17

- Zack's notes 2/21/17
- Mission: looks good.
- Assessment Process:
 - I could use a little more in this section. My usual advice to coordinators is to be sure to answer all of the prompt questions in the blue text. And that when writing my own assessment plans I even go so far as to use bullets and answer each one by one. That way I make sure I've addressed everything and it makes it easy for the reviewers to see that and to find what they are looking for. It appears that you may have done that, but are a little brief in the responses. A little more detail might be helpful.
- Relationship to Strategic Planning:
 - pretty good. Ideally we are looking for the program to explicitly link specific outcomes to specific goals of the UCF strategic plan. I am able to draw those comparisons but it could be made clearer.
 - Just a heads-up with the new UCF Strategic Initiatives document that was released this year we will soon be expected to go beyond the five goals and dig deeper into specific strategies within the UCF plan and connect our assessment plans with those. Just letting all assessment coordinators know that this will be coming.

Please consider the following:

- Concise
 - Lists stakeholders
 - States purpose
 - States primary functions, learning outcomes, and/or operations
 - Supports the institution's mission
 - Uniquely related to the Academic Program/Administrative Unit
- Revision or explanation needed
 Satisfactory

Outcome: 1

Graduates in each track will write proficiently for electronic media in their area.

Academic Learning Compact (ALC):

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

Measure: 1.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Upon completion of an RTV internship, RTV student interns in Broadcast Journalism 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. Eighty percent (80%) of RTV Broadcast Journalism student interns will score an 8 or higher on a 10pt. scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
- No

Specify prior year's results:

Radio/Television - B.A.

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If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

As a result of previous assessment results, we have placed a greater emphasis on all or our students writing skills. Curriculum changes were made last year for Broadcast Journalism students to take JOU 2100 News Reporting which focuses more closely on writing skills with increased rigor for reporters. Although we did not meet the target this last cycle, we did have an 8% increase from 52% the prior year to 60% this year. As students were still in transition so that not all of the Broadcast Journalist students had taken the new requirement, we hope this year to see target met.

Measure: 1.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Upon completion of an RTV internship, RTV student interns in Broadcast Production will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted

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. Eighty percent (80%) of RTV Broadcast Production student interns will score an 8 or higher on a 10pt. scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

Specify prior year's results:

Radio/Television - B.A.

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If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

As a result of previous assessment results, we have placed a greater emphasis on all or our students writing skills. To address this concern we assigned a full-time faculty member to RTV 2100 Writing for Electronic Media to teach and modify this important writing foundation course for the production students. As Broadcast Journalist track students are not part of this course anymore time previously spent on news reporting will be used to concentrate on writing skills (focused on commercials, PSAs, and industrial scripts) specific to production track students in this next cycle.

Measure: 1.3

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Upon completion of an RTV internship, RTV student interns in Broadcast Generalist 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. Eighty percent (80%) of RTV Broadcast Generalist student interns will score an 8 or higher on a 10pt. scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

Specify prior year's results:

Radio/Television - B.A.

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If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

As a result of previous assessment results, we have placed a greater emphasis on all or our students writing skills. To address this concern we assigned a full-time faculty member to RTV 2100 Writing for

Electronic Media to teach and modify this important writing foundation course for the generalist track students. As Broadcast Journalist track students are not part of this course anymore, time previously spent on news reporting will be used to concentrate on writing skills (focused on commercials, PSAs, promos, press releases, and industrial scripts) specific to generalist track students in this next cycle.

Outcome & Measures Review:

- Revision or explanation needed
- Satisfactory

Outcome & Measures Comment:

The explanations for each measure within outcome 1 shows that the program identified areas of improvement and implemented a plan to address improvement. TM 1/7/17

- Zack's notes 2/21/17
- Outcome 1: outcome statement is good.
- Measure 1.1: looks good. Good explanation of the changes that the program has made to try to create improvement.
- Measure 1.2: same comments as 1.1
- Measure 1.3: same comments as 1.1
- Attachments: seem appropriate.
- Just a few notes to consider for the future to try and help the program get the most out of assessment.
 - All three of these measures could be combined into a single measure if you wanted You could report the aggregate results to give you a bigger sample size, and then also examine the disaggregate data of how each internship track scored. (leaving them as separate measures is fine too)
 - You may want to consider some more variety in the way you are evaluating writing. Right now you are only using intern supervisor evaluation as your indicator of whether or not students can write proficiently. While I'm sure the industry professional's perspective is the most important, it may tell your program more if you have other perspectives too. You might consider adding a measure that uses a writing assignment from one of the courses in the program that is evaluated by the instructor, or something along those lines. You might find that the faculty standards are different than the internship supervisors'. You may find that faculty are seeing things that industry professionals aren't noticing or vice versa. You may find that some students are performing well under the types of conditions placed on them in the internships but do well in other settings with other parameters. It is good diversify your measures so that you can examine student success from different angles.

Attachments: RTVBroadcastProductionInternEval.pdf RTV Broadcast Generalist Intern Eval.pdf RTVBroadcastJournalismInternshipEval.pdf

Top

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

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the

measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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. Eighty percent (80%) of RTV student interns will score a 7 on a 10pt scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

Specify prior year's results:

Radio/Television - B.A.

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If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

We did not meet the target in our assessment results this past cycle, we were 7% below our target. Therefore, we feel there is a need to focus student learning on verbal skills. This year we have incorporated additional objectives in class sessions and additional assignments on verbal skills through mock interviews and in class presentations in RTV 4544.

Measure: 2.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students should show increased ability to discuss their major area using appropriate terms and sequences. This will be measured through internship evaluations. 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 ADEQUATE PREPARATION FOR THE INTERNSHIP. Eighty percent (80%) of RTV student interns will score a 7 on a 10pt scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

Although this past year the target was met with 86% of the intern supervisors responding students were adequately prepared, we were still down from 95% the year before (resulting in a 9% decrease this past cycle). We will continue to monitor this cycle.

Outcome & Measures Review:

- Revision or explanation needed
- Satisfactory

Outcome & Measures Comment:

Again, the program is implemented a change within this outcome to address last years assessment and promote improvement. TM 1/7/17

- Zack's notes 2/21/17
- Outcome 2: The outcome statement is good.
- Measure 2.1: The measure statement is good. good explanation for the changes made (i.e. what change was made, why it was made, and how it expected to create improvement.)
- Measure 2.2: The measure statement is good. good explanation for why you are not making changes at this time.
- Attachments seem appropriate.
- Same comments as outcome 1 about diversifying your measures. You mention in measure 2.1 that you have mock interviews and class presentations in the program why not create a measure that assesses the students verbal abilities in a classroom setting via one of those assignments, to give you assessment results from multiple sources rather than only the intership supervisors.

Attachments: RTV Broadcast Generalist Intern Eval.pdf RTVBroadcastProductionInternEval.pdf RTVBroadcastJournalismInternshipEval.pdf

Top

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

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
- No

Specify prior year's results:

Radio/Television - B.A.

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If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

Although the target was met in the results from last cycle for this measure, it was only by 2%. We still want to improve student learning on this outcome; this year we have incorporated a new mandatory workshop that focuses on technical aspects of camera operations and digital editing. The workshop will be taught by the same faculty member for all RTV students to provide consistency in setting the foundation for technical competencies.

Measure: 3.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window [2015-2016 Results, Reflective Statements & Planned Changes](#))

- Yes
 No

Specify prior year's results:

Radio/Television - B.A.

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If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

Although the target was met in the results from last cycle for this measure, it was only by 1%. We still want to improve student learning on this outcome; this year we have incorporated a new mandatory workshop that focuses on technical aspects of camera operations and digital editing. The workshop will be taught by the same faculty member for all RTV students to provide consistency in setting the foundation for technical competencies.

Outcome & Measures Review:

- Revision or explanation needed
 Satisfactory

Outcome & Measures Comment:

Outcome 3 reflects a stretch target for continued growth and improvement. TM 1/7/17

- Zack's notes 2/21/17

- Outcome 3: the outcome statement is good.
- Measure 3.1: looks good. good explanation for the changes.
- Measure 3.2: looks good. good explanation for the changes.
- Same comments as previous measures about diversifying the measures. It might be worth considering adding a measure that assesses student productions via another resource in addition to the professional panels.

Attachments: RTV Broadcast Generalist Intern Eval.pdf RTVBroadcastProductionInternEval.pdf
RTVBroadcastJournalismInternshipEval.pdf RTV Production Rubric.doc

Top

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

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Eighty percent (80%) of students in the broadcast journalism capstone course, RTV 4320C, will have a minimum of 2 stories per week story ideas approved for inclusion into one of the student-produced newscasts airing on the UCF Channel or approved for publishing on the Knightly News Website.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
- No

Specify prior year's results:

Radio/Television - B.A.

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| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2 |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

The target was met at 85%, (an improvement from last year's 83%). We do not feel we need a change in expectations at this point. We will continue to monitor the students productivity to see if there needs to be a change incorporated in the future.

Measure: 4.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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. Eighty percent (80%) students in the RTV 3304 class should score a minimum of 4 on a 5-point scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

Specify prior year's results:

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If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

This year we have incorporated a new mandatory workshop that focuses on technical aspects of camera operations and digital editing. The workshop will be taught by the same faculty member for all RTV students to provide consistency in setting the foundation for technical competencies. This change that has been incorporated from previous assessments demonstrating a need to improve technical skills is expected to increase student learning in this measure. We were holding at 85% this past cycle and expect greater improvements this year. We will continue to monitor this measure in the next cycle to see if adjustments need to be made to the rubric or stretch targets.

Outcome & Measures Review:

- Revision or explanation needed
 Satisfactory

Outcome & Measures Comment:

Appropriate outcome to continue monitoring, with mention of future stretch targets. TM 1/7/17

- Zack's notes 2/21/17
- Outcome 4: The outcome is good.
- Measure 4.1: Measure is fine. good explanation for why no change are being made at this time.
- Measure 4.2: looks good. Good explanation of changes.

Attachments: RTV_Production_Rubric.doc RTVBroadcastJournalismInternshipEval.pdf
 RTVBroadcastProductionInternEval.pdf RTV Broadcast Generalist Intern Eval.pdf

Top

Outcome: 5

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: 5.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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 INTERN DEMONSTRATES CREATIVITY OR RESOURCESFULNESS IN HIS/HER APPROACH TO GATHERING GATHERING INFORMATION ABOUT A STORY. Eighty percent (80%) of RTV student interns will score a 7 on a 10pt scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
- No

Specify prior year's results:

Radio/Television - B.A.

- | | | | | | |
|------------------------------|------------------------------|------------------------------|---|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 7.2 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2 |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

At 79% we were only 1% away from our target but have made changes in the Broadcast Journalism Internship requirement with a required online class which has assignments, checklists with employers, and more to help manage expectations and in turn create a more substantive experience for the student and the employer. Weekly assignments are monitored, graded and feedback provided by a full-time faculty member over the course of the semester in addition to the employer's requirements, we believe this will improve student learning outcomes.

Measure: 5.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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 INTERN WAS ABLE TO CONTRIBUTE TO PRODUCT, NOT JUST SHADOW. Eighty percent (80%) of RTV student interns will score a 7 on a 10pt scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see

prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

Specify prior year's results:

Radio/Television - B.A.

- 1.1 2.1 3.2 5.1 6.2 7.2
 1.2 2.2 4.1 5.2 6.3 8.1
 1.3 3.1 4.2 6.1 7.1 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

Our target was met and 2% improvement over last year but we have made changes in the Broadcast Journalism Internship requirement with an online class which has assignments, checklists with employers, diary entries, and more to help manage expectations and in turn create a more substantive experience for the student and the employer. Weekly assignments are monitored, graded and feedback provided by a full-time faculty member over the course of the semester in addition to the employer's requirements, we believe this will improve student learning outcomes.

Outcome & Measures Review:

- Revision or explanation needed
 Satisfactory

Outcome & Measures Comment:

Program recognized the minimum +/- percentage difference for measures and have made appropriate targets to increase improvement. TM 1/7/17

- Zack's notes 2/21/17
- Outcome 5: outcome statement looks good.
- Measure 5.1: looks good. good explanation for changes.
- Measure 5.2: looks good. good explanation for changes.
- Same comments as previous outcomes about considering adding a measure to diversify your assessment strategies.

Attachments: RTV Broadcast Generalist Intern Eval.pdf RTVBroadcastProductionInternEval.pdf
 RTVBroadcastJournalismInternshipEval.pdf

Top

Outcome: 6

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: 6.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the

measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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. Eighty percent (80%) of RTV student interns will score an 8 or higher on a 10pt. scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

Specify prior year's results:

Radio/Television - B.A.

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| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 7.2 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input checked="" type="checkbox"/> 6.1 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2 |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

Since this year was a decrease from last year we are assessing a change by a curriculum re-design this academic year. We have some specific skills we are addressing to make sure we cover in either expanded existing courses or new courses we plan to implement. We feel this undertaking will help our students improve in many areas not just organizational skills. We may not see improvement until the implementation of new curriculum in 17/18 academic year.

Measure: 6.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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. Eighty percent (80%) of RTV student interns will score a 7 or higher on a 10pt. scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

Since target was met at 87% we feel we are doing a good job in all our courses in stressing the meeting of deadlines. We will continue to monitor this measure this cycle and make necessary changes if need be.

Measure: 6.3

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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. Eighty percent (80%) of RTV student interns will score an 8 or higher on a 10pt. scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

Specify prior year's results:

Radio/Television - B.A.

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| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 7.2 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input checked="" type="checkbox"/> 6.3 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2 |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

Since this year was a decrease from last year we are assessing a change by a curriculum re-design this academic year. We have some specific skills we are addressing to make sure we cover in either expanded existing courses or new courses we plan to implement. We feel this undertaking will help our students improve in many areas not just "initiative" skills. We may not see improvement until the implementation of new curriculum in 17/18 academic year but we will monitor carefully to make sure it does not decline further.

Outcome & Measures Review:

- Revision or explanation needed
 Satisfactory

Outcome & Measures Comment:

For measure 6.2, has the program considered increasing the score percentage to improve quality? TM 1/7/17

- Zack's notes 2/21/17
- Outcome 6: outcome statement looks good.
- Measure 6.1: looks fine. good explanation of planned changes.
- Measure 6.2: looks fine. good explanation for why no changes are being made at this time.
- Measure 6.3: looks fine. good explanation of planned changes.
- Same comments as previous measures about diversifying your measures.

Attachments: RTVBroadcastJournalismInternshipEval.pdf RTVBroadcastProductionInternEval.pdf
 RTV Broadcast Generalist Intern Eval.pdf

Top

Outcome: 7

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: 7.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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 skills areas of PRODUCTION skills (AUDIO, LIGHTING, SCRIPTING, VISUAL COMPOSITION, EDITING, POST-PRODUCTION PROCESS). Eighty percent (80%) of RTV production student interns will average 8 or higher across those six skills.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
- No

Specify prior year's results:

Radio/Television - B.A.

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|------------------------------|------------------------------|------------------------------|------------------------------|---|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 7.2 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input checked="" type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2 |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

We had a 13% increase from last year so we are happy to see an improvement however we missed the target by 2% (the score was 78% for the year). We feel our curriculum re-design this academic year will help us to keep improving specific skills. We are addressing this by either expanded existing courses or new courses we plan to implement(17/18 academic year). We feel this undertaking will help our students improve in many skill areas. We will monitor carefully over this academic year to help us make decisions in the curriculum re-design.

Measure: 7.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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. Eighty percent (80%) of RTV production student interns will score a an 8

or higher on a 10pt. scale.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

Specify prior year's results:

Radio/Television - B.A.

- | | | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input checked="" type="checkbox"/> 7.2 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2 |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

Target was met in technical skills of composition, framing, and editing but fell short in lighting and audio capturing. We have changed our lighting instructor to one of our full time faculty in lieu of last year's adjunct and incorporated a lighting workshop for all production students. This combined with information provided back to audio faculty should help us gain that 4% to meet target. However, since it was a large decrease from last year we feel the instructor change and workshop feedback will help to meet the target.

Outcome & Measures Review:

- Revision or explanation needed
 Satisfactory

Outcome & Measures Comment:

Congratulations on the significant increase to measure 7.1. Despite meeting the target, program shows improvement and has laid out a plan to reach its goal. TM 1/7/17

- Zack's notes 2/21/17
- Outcome 7: the outcome statement looks good.
- Measure 7.1: looks good. good explanation of changes.
- Measure 7.2: looks good. good explanation of changes.
- Same comments as previous outcomes about diversifying measures.

Attachments: RTV Broadcast Generalist Intern Eval.pdf RTVBroadcastProductionInternEval.pdf RTVBroadcastJournalismInternshipEval.pdf

Top

Outcome: 8

Eighty percent of students in the Broadcast Journalism and Production tracks, and fifty per cent 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: 8.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

Specify prior year's results:

Radio/Television - B.A.

- | | | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 7.2 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input checked="" type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2 |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

We are currently in a "teach out" of our Broadcast/Journalism students because of the JOU track now registering all broadcast/journalist going forward. In the 33 we have left we work to make sure we continue this trend of having a large percentage, 80 or higher complete an internship. Target was met at 85% of those students obtaining internships.

Measure: 8.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2015-2016 Results, Reflective Statements & Planned Changes)

- Yes
 No

Specify prior year's results:

Radio/Television - B.A.

- | | | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 7.2 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.1 | <input checked="" type="checkbox"/> 8.2 |

If yes, explain how this measure assesses a new change. If no, explain the reason why this

measure does not do so:

We just changed the name of this track from Generalist to Media Management & Operations in hopes that it will help define who these students are and what they do to our external internship companies. Additionally, the faculty is aware of this result and we are addressing the importance of internships in meeting with these students in advising, career counseling, and orientations. We will be meeting with our Curriculum Advisory Committee made up of industry professionals who can help us identify more opportunities for our non-production majors

Outcome & Measures Review:

- Revision or explanation needed
- Satisfactory

Outcome & Measures Comment:

Program has addressed the plan for their recent program changes. TM 1/7/17

- Zack's notes 2/21/17
- Outcome 8: remove the percentages from the outcomes statement save them for the measures. Just say something like "students in the program, will successfully complete an internship before graduation." Or better yet ""students in the program, will have the necessary skills to successfully complete an internship before graduation."
- Measure 8.1: the measure is fine.
- Measure 8.2: the measure is fine.

Attachments: RTVBroadcastJournalismInternshipEval.pdf RTVBroadcastProductionInternEval.pdf
RTV Broadcast Generalist Intern Eval.pdf

Mentoring - Coordinator**1. In what ways did you interact and receive feedback from your assigned IE Assessment Divisional Review Committee (DRC) reviewer(s) and DRC Chair? (Check all that apply)**

- Email
- Phone
- Meetings
- From the DRC Review in the IE Assessment Web Application
- I received communication, but was not able to connect with my mentor(s)
- None prior to the first submission of the plan to the DRC for review
- Other (Please specify)

2. Choose the statement below that best describes how you used the feedback from your assigned IE Assessment Divisional Review Committee reviewer(s) or DRC Chair.

- Feedback helped to improve this plan
- Feedback did not result in improvements to this plan
- Feedback will help to improve a future plan
- The plan is being submitted to the DRC for initial review
- Other (Please specify)

Mentoring - DRC Chair and Reviewer(s)**1. In what ways did you interact and provide feedback to the coordinator(s), faculty or staff member(s) involved with this IE Assessment Plan. (Check all that apply)**

- Email
- Phone

— None

- Meetings
- From the DRC Review in the IE Assessment Web Application
- I attempted contact, but was not able to connect with the assessment coordinator(s)
- None prior to the initial submission of the plan to the DRC for review
- Other (Please specify)

2. Choose the statement below that best describes how the coordinator(s), faculty or staff members involved with this IE Assessment plan used the feedback.

- Feedback helped to improve this plan
- Feedback did not result in improvements to this plan
- Feedback will help to improve a future plan
- The plan was submitted to the DRC for initial review
- Other (Please specify)

Institutional Effectiveness Assessment Plan Rubric

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

- Beginning (1) Emerging (2) Maturing (3) Accomplished (4) Exemplary (5)

Indicators:

1. Mission statement describes the primary purpose, functions, and stakeholders of the program/unit.

The mission statement should be specific to the program or unit.

2. Assessment process describes the program or unit's assessment strategy; how that strategy is translated into outcomes and measures; and the process for reviewing, analyzing, and applying assessment data for program/unit improvement.

The assessment process statement should paint a clear picture of all major aspects of the program or unit's Institutional Effectiveness Assessment process. This may include a description of how the plan evolves over time and how it produces continuous quality improvement for the program or unit. This narrative should be written for "external" reviewers so that someone not familiar with the program or unit will, after reading this statement, have a good understanding of how the program or unit pursues data-driven continuous quality improvement.

3. Number of outcomes:

- Administrative units: minimum of three outcomes
- Graduate academic programs: minimum of three student learning outcomes
- Undergraduate academic programs: minimum of eight student learning outcomes that incorporate academic learning compacts

For academic programs, course grades and/or GPA may NOT be used as the metric for a measure.

4. Number and type of measures: For the required outcomes per indicator #3 above, a minimum of two appropriate, quantitative measures, at least one of which is a direct measure.

What constitutes a "direct measure" is contextually dependent. For academic program plans, a "direct measure" is typically assessment of student learning, while a survey of students' self-perceived efficacy would be considered an indirect measure. For an administrative unit measuring customer satisfaction, a survey instrument could be a direct measure.

5. Measures for the outcomes that meet the minimum requirements listed in indicator #3 establish specific performance targets.

For those outcomes and measures that satisfy the minimum requirements (per Indicators 3 and 4) each measure should identify a quantitative variable and establish a specific target outcome. This requirement does not apply to any additional outcomes/measures (beyond the minimum requirements) that a program or unit includes in its plan.

6. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary.

Assessment instruments (unless proprietary) should be submitted along with the plan either as attachments or links to online instruments. In the event an instrument is still in development when the plan is submitted, a brief description of the planned instrument along with a timeline for implementation may be attached. When this occurs, the program or unit should attach the final instrument to the subsequent Results Report.

Additional Indicators:

- ☑ 7. The plan explicitly links one or more outcomes or measures to strategic planning. Administrative units and academic programs should align one or more elements of an IE Assessment plan with the UCF Collective Impact Strategic Plan (i.e., please see sections that identify granular metrics and supporting strategies). In addition, you may link to supporting strategic plans at any subordinate level.
- ☑ 8. The plan clearly focuses on formative assessment to promote continuous quality improvement (e.g., establishes baseline data, sets stretch targets based on past performance, etc.). IE Assessment is a formative process. The primary purpose is to collect data that will help identify opportunities for continuous quality improvement. This is best evidenced when baseline data reveal an opportunity for improvement and a "stretch" target is set accordingly. In general, when a target for a measure is 100% or when a measure is written to "maintain" a particular level of performance, it is unlikely that the measure has strong formative potential.
- ☑ 9. The plan builds on previous assessment by including at least one measure to assess the impact of an implemented change, demonstrating a "closed loop" IE Assessment process. Collecting data that will be used to evaluate the impact of an implemented change is central to the IE Assessment process. Measures designed for this purpose are the means to close the IE Assessment loop.

Overall Comments on Outcomes and Measures:

Overall this is a successful plan. The Radio/TV program had successes last assessment, but has decided to focus on improving those targets not met. The plan is well thought out and outlined in a way that should result in a successful year for the program. TM 1/7/17

- Overall the plan is solid. And it has been rated 5-Exemplary. You have done a great job of identifying areas that need improvement and implementing changes to help create that improvement.
- While the plan checked all of the boxes to be rated highly, there are some things that I think can be done to make the plan stronger and help the program more out of assessment.
 - Please see the feedback comments throughout the report for specifics, but here are the two main things to think about for the next plan.
 - Outcome 8: just a technical correction. Remove the percentages from the outcomes statement save them for the measures. Just say something like "students in the program, will successfully complete an internship before graduation." Or better yet ""students in the program, will have the necessary skills to successfully complete an internship before graduation."
 - Throughout the plan I am a little concerned with how heavily the plan depends on the internship supervisor evaluations. Especially for those outcomes in which the internship evaluation is assessment tool for all of the measures for that outcome. You may want to consider some more variety in the way you are evaluating each outcome. Right now for many outcomes you are only using intern supervisor evaluation as your indicator of whether or not students have the skills/knowledge that you want them to have. While I'm sure the industry professional's perspective is the most important, it may tell your program more if you have other perspectives too. You might consider adding a measure that uses aa assignment from one of the courses in the program that is evaluated by the instructor, or something along those lines. You might find that the faculty standards are different than the internship supervisors'. You may find that faculty are seeing things that industry professionals aren't noticing or vice versa. You may find that some students are not performing well under the types of conditions placed on them in the interships but do well in other settings with other parameters. It is good to diversify your measures so that you can examine student success from different angles.

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