

UCF Assessment

Assessment Plan and Results

Plan Year: Status: Plan Approved for DRC Report
 Program/Unit: Last Updated: 2/21/2018 11:32:40 AM

We strongly recommend not copying directly from Microsoft Word or Excel to the rich text boxes as the text being copied may contain html and/or xml code which may hinder how the document is viewed. We suggest to first paste the text to notepad, then copy the text from notepad to the rich text box.

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

View/Submit Plan Review  2016-2017 Plan Review

Program/Unit: Radio/Television - B.A. DRC:	College of Sciences
Year: 2017-2018	DRC Chair: Elizabeth Grauerholz
Due Date:	Coordinator(s): Kim Tuorto, Stephanie Rice, Lindsay Neuberger
	Reviewer(s): Michael Armato

Quick Links: [Click here to enter Results Report](#)

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 align with the UCF's strategic plan by leveraging the experience and resources offered by our size to ensure a high-quality, individualized student experience within a large institution. Maximize the use of technology to support and enhance the students experiences by applying for tech fee proposal and receiving those grants to purchase state-of-the-industry software and hardware appropriate for our discipline. We have developed an outreach program to high school journalism students such as Miami and Dade County high schools to help meet the strategic plan to reflect the demographic distribution of the region and make our program more inclusive and diverse. Our outcomes are focused on helping us to provide a high quality undergraduate education and developing industry and community partnerships to that end. 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 through the use of high impact service learning internships. These high impact learning opportunities provide us with evaluation data, to help us assess 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. The industry partnerships help shape and strengthen the undergraduate education focus. Through our assessment of student skills by our partners and by program faculty, 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 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. We formalized a curriculum advisory committee of outside industry professionals to further expand our partnerships and identify areas of study which resulted in a curriculum redesign beginning 2018-19.

Mission, Process & Strategic Plan Comments:

- The Mission & Assessment Process look good. [MA 1/10/18]
- The Relationship to Strategic Plan could be strengthened by articulating it in terms (and direct language) of the goals in UCF's strategic plan. The goals are pasted below. By listing the specific UCF Strategic Plan goals, you can more clearly articulate the direct ways that you're meeting them--and you're clearly trying to meet all of the goals! [MA 1/10/18]
 - to offer the best undergraduate education available in Florida
 - to achieve international prominence in key programs of graduate study and research
 - to provide international focus to our curricula and research programs
 - to become more inclusive and diverse
 - to be America's leading partnership university

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

LG 2/21/18: Looks good.

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 Production 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 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 2016-2017 Results, Reflective Statements & Planned Changes)

- ☒ Yes
- ☐ No

Specify prior year's results:

Radio/Television - B.A.

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| <input checked="" 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 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:

Although we had significant improvement in results this past cycle, we will continue to emphasize our writing assignments and hopefully meet our target this coming year.

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 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 2016-2017 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 checked="" 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:

Although we had significant improvement in results this past cycle, we will continue to emphasize our writing assignments and hopefully meet our target this coming year.

Outcome & Measures Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Outcome & Measures Comment:

Outcome 1 & associated measures look good. [MA 1/10/18]

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

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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

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 2016-2017 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:

While this is an important learning measure that we will continue to monitor we feel this will naturally occur with our improved curriculum.

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 2016-2017 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 checked="" 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:

Strengthening our courses as we must do in this technical environment we feel we are always improving student's skill preparation for outside production experiences.

Outcome & Measures Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Outcome & Measures Comment:

Outcome & Measures look good. [MA 1/10/18]

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

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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

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.

One final project (for each student group) of a senior student production is 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 (with 5 being the highest).

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 2016-2017 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 checked="" 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:

Strengthening our courses as we must do in this technical environment we feel we are always improving student's skills in production assignments.

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. Each student group (all groups) will submit one final project from one of these out of class experiences to 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 (with 5 being the highest).

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 2016-2017 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 checked="" 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 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:

There are more ways in which student's can obtain these experiences with the addition of a WUCF TV Practicum and ongoing student produced programming.

Outcome & Measures Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Outcome & Measures Comment:

Measures 3.1 & 3.2 both make use of a sample of student work, but the sampling strategy/details are not specified. It would be helpful if you provided details on the sampling. Consider providing data on: What is the approximate full population of students from which you draw your sample (N=pop of students)? How many students will you select for evaluation from this larger population (n=sample size). How will you select students (e.g., randomly?). Addressing these sampling strategies will help clarify things and provide a roadmap for others, should new people take over assessment. Aside from sampling questions, all else looks good. [MA: 1/10/18]. LG 2/21/18: thanks for clarifying. It looks like you're now evaluating all students' final projects.

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

Top

Outcome: 4

Students will produce visual content of professional quality in a web environment.

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.

80% of students will produce an E-Portfolio in the Production Capstone class (RTV4544) that will be evaluated by faculty and must receive an minimum of 3 on a 5 (5 highest, 1 lowest) point scale on production quality and creativity of work.

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 2016-2017 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:

This is a new measure replacing an outdated one.

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.

80% of students will produce an E-Portfolio in the Production Capstone class (RTV4544) that will be evaluated by faculty and must receive an minimum of 3 on a 5 (5 highest, 1 lowest) point scale on production content development for web application. This will include, at least 1 writing sample, 1 audio production, 1 photo montage, and 3 completed video productions.

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 2016-2017 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:

This is a new measure to replace an outdated one.

Outcome & Measures Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Outcome & Measures Comment:

Outcome and Measures look good. Please provide rubric that you allude to for both measures (the rubric that uses the 5-point scale). [MA 1/10/18]
LG 2/21/18: Rubrics attached.

Attachments: Measure 4.1 Rubric Results.docx Measure 4.2 Rubric Results.docx

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 2016-2017 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 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:

We are continuing to refine our writing course and writing assignments in other classes to improve student learning and better story development.

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 2016-2017 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 checked="" type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input type="checkbox"/> 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:

This measure emphasizes student's ability to demonstrate communication skills during their internship experiences.

Outcome & Measures Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Outcome & Measures Comment:

Outcome & Measures look good. [MA 1/10/18]

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 2016-2017 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:

No change at this time. We will continue to monitor.

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 2016-2017 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 checked="" 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:

With the added requirement of the E-Portfolio in the Production Capstone course we anticipate an improved percentage of student deadline awareness.

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 2016-2017 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:

No change at this time, but we will continue to monitor.

Outcome & Measures Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Outcome & Measures Comment:

Outcome & Measures look good. [MA 1/10/18]

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 2016-2017 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 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:

Student learning has improved with the addition of our technical workshops on Videography, Lighting, Audio and Editing. We also anticipate more improvement with the required E-Portfolio for Production students. We hope this will aid us in narrowing the gap between faculty evaluations and Intern Supervisor evaluations.

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 2016-2017 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:

Student learning has improved with the addition of our technical workshops on Videography, Lighting, Audio and Editing. We also anticipate more improvement with the required E-Portfolio for Production students. We hope this will aid us in narrowing the gap between faculty evaluations and Intern Supervisor evaluations.

Outcome & Measures Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Outcome & Measures Comment:

Outcome & Measures look good. [MA 1/10/18]

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 2016-2017 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:

Internships have always provided students with real work experiences and will continue to do so.

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 2016-2017 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:

Internships have always provided students with real work experiences and will continue to do so.

Outcome & Measures Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Outcome & Measures Comment:

Outcome & Measures look good. [MA 1/10/18]

Attachments: RTVBroadcastJournalismInternshipEval.pdf RTVBroadcastProductionInternEval.pdf
 RTV Broadcast Generalist Intern Eval.pdf Measure 8.1 grads with intern rubric 2016.docx Measure 8.2 grads with intern rubric 2016.docx

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
- ☐ 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:

The plan is very strong and only needs some minor tweaks, including 1) more clearly linking plan to UCF strategic plan goals, 2) explaining in more detail sampling strategies for measures in Outcome 3, and 3) attaching assessment rubric for Outcome 4 measures. Once these issues are addressed, I suspect the currently unchecked boxes above will all be able to be checked off. Nice work! [MA 1/10/18]

LG 2/1/18: I don't have anything to add to what the reviewer notes here. Once these minor corrections are made, we'll be able to check all items on the rubric, raising the rating to 5.

LG 2/21/18: Corrections made. Looks good!

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