

# UCF Assessment

## Assessment Plan and Results

Plan Year:  Status: Results Approved for DRC Report  
 Program/Unit:  Last Updated: 11/26/2014 1:17:14 PM

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

View/Submit Results Review  2012-2013 Results Review

Program/Unit: Radio/Television - B.A.	DRC:	College of Sciences
Year: 2013-2014	DRC Chair:	Cynthia Y Young
Due Date: 08/31/2014	Coordinator(s):	Boyd Lindsley, Kim Tuorto, Timothy Brown
	Reviewer(s):	Alisha Janowsky

### Quick Links:

### Mission:

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 also strives to offer high-quality, academically challenging undergraduate education 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 establish UCF as a major presence in local and global communication related professional communities; and to, thereby, support the mission and vision of the University of Central Florida as a whole.

### Assessment Process:

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

### Relationship to Strategic Plan:

We are moving to a calendar year assessment so two semesters of data from this assessment period will be included in the next period. Because of this, we do not want to change much about our plan. However, with regard to the UCF strategic plan, our plans right now are heavily centered on excelling in undergraduate education and developing partnerships with the industry and the community. 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, we learn how well those skills are fitting in with our outside partners. As our news students are evaluated on their news judgment, 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, 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 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.

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### **Outcome: 1**

Graduates will write proficiently for electronic media.

#### **Academic Learning Compact (ALC):**

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

#### **Measure: 1.1**

Upon completion of an RTV internship, RTV student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's level of expertise in critical areas of WRITTEN skills. Eighty percent (80%) of RTV student interns will score an 8 or higher on a 10pt. scale.

#### **Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Sixty seven percent (60/89) received scores of 8 or higher, so the target was not met. However, 91% (81/89) received scores of 7 or higher.

#### **Did your results show an improvement compared to previous year(s) results?**

- ☒ Yes
- ☐ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Slight improvement - Much as last year, we missed at the "8" mark, but far surpassed in the level below ("7").

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Measure: 1.2**

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

Edits/changes based on feedback include removing the improvement of the post test. Because we are changing our assessment year (from academic year to calendar year), we feel this simple edit at this time is best for the upcoming data collection period before we make major changes.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Seventy percent (71/101) of students reached the 70 percent mark.

**Did your results show an improvement compared to previous year(s) results?**

- ☒ Yes
- ☐ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

I'll say yes, but it's a negligible increase, even though it meets the target this year as compared to last (66%), which was below the 70% level and did not meet the target. While 4% may seem like a bump, and meeting target vs. not may seem better, it's a small enough number that we feel it's less of an indicator of improvement and more of an indicator that we're about where we were last year.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

With regard to our internship evaluations, it is possible that 8 may be too high, or that 80% may be too high. However, more likely, there are issues with writing skills of interns and expectations of intern providers. Our most intensive writing track (Broadcast Journalism) had the lowest percentages of target (13/26, 50% were at 8 or above); that field is also the most intense writing field that our majors go into. This leads to more investigation as to what we're focusing on in our track vs. what the industry expects. What we see as our students take their pre-test/post-test in writing is that they seem to master WHAT WE WANT them to master, but we need to make sure that we're asking them to master what the industry expects. With ONE writing class that covers three distinctly different majors, that's difficult to achieve. We're taking steps to address that by removing journalism students from the mix and placing them in a more news oriented writing course.

### Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

### Overall Outcome Results Review Comment:

AJ 10/13: For measure 1.2 include what last year's percentage was to make the comparison clear. Great reflection.

**Attachments:** Spring13GeneralistInternshipEvaluation.pdf

Spring13JournalistInternshipEvaluation.pdf Spring13ProductionInternshipEvaluation.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

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.

### Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Seventy six percent (68/89) of students met the 7 on the scale for Verbal.

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes  
☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

The percentage was actually lower than last year (94%) who met the goal. While it still came close to our target, we should look at how we're working with students to express themselves in the market place.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 2.2**

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

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met  
☒ Target not met

Pre test/post test not administered in Post classes

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes  
☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

The results here are a bit lacking, in part because of personnel. We've added and changed courses in the production and news tracks, which has kept us from being more consistent on our data collection.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Our results are not an improvement over last year, mainly because we just don't know. One of the issues we've had over the years with this measure is the ability to gather the post test data. We are changing our plan this year to reflect a more focused and industry friendly approach to making sure that our students know more about the professions.

### Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

### Overall Outcome Results Review Comment:

AJ 10/13: For measure 2.1 your target was 80% but you indicated it was met. This is a quick fix.

**Attachments:** Spring13ProductionInternshipEvaluation.pdf

Spring13JournalistInternshipEvaluation.pdf Spring13GeneralistInternshipEvaluation.pdf RTV 3007 PRETEST.doc

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### Outcome: 3

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

### Academic Learning Compact (ALC):

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

### Measure: 3.1

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

### Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Three outside reviewers examined a sample of six production projects, randomly pulled from 18

projects available in advanced courses in editing/videography. All six projects averaged an overall evaluation of 3; the average for all of the students was 3.97 out of 5.

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes  
☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Stayed the same.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 3.2**

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

Edit/Changes based on feedback: Major curriculum revision in 2014 will require a restructure of the assessment process, including outcomes and measures. In addition, as stated below we are moving to a new assessment/data collection period, so we are going to continue with the scale as it is now to minimize confusion for this collection cycle before changing the plan with the new curriculum.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met  
☐ Target not met

For this measure, we are using the internship evaluations, which cover basic skills and is on a 10-point scale instead of the 5-point production evaluation scale. Thirty-two production students participated in internships for RTV credit, and on average they scored above 8 on a 10 point scale in five areas of professional development (sound, lighting, video editing, visual composition, videography - basic skills in courses taught in the production track and aligned with our SLO's). In addition, 20 students took part in a practicum serving as a production crew for the Knightly News broadcast. While the NEWSCAST itself is a course, the production of the live newscast is not part of a regular production course.

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes  
☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

I say no, only that the target was met, but by different means than last year. So, not an improvement (i.e., not ALL of the measures were met).

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Industry professionals continue to value the quality of RTV students, as they rate high on production skills on internship evaluations. We need to re-energize our efforts to have student work exhibited in professional venues. Current efforts with the WUCF-TV (PBS station) are leading to more work being exhibited on professional channels.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Overall Outcome Results Review Comment:**

AJ 10/13: Good. For measure 3.1 you might want to explain how you came to the 6 items sampled. Is this representative? Random? How many projects were there to sample from? For measures 3.2 again, it might be worth putting the sample in context of how many majors or something like this. Also, you reference a 10 point scale but the measure calls for a 5 point scale.  
AJ 11/12: Good

**Attachments:** RTV Production Rubric.doc

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**Outcome: 4**

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

**Academic Learning Compact (ALC):**

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

**Measure: 4.1**

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.



Edit/changes based on feedback: Curriculum revision will likely require a change in this outcome/measure. Until that time, we want to minimize the confusion, so we're keeping this measure until the change (curriculum, data collection cycle) goes into effect.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Eighteen students completed the News capstone course in 2013. Seventeen of the eighteen (94%) met this requirement.

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes
- ☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No significant difference (1% drop from last year).

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Measure: 4.2**

A rubric will be used to evaluate student assignments in the RTV 3304 (EJII) class. The rubric will identify how well students have mastered the tasks necessary to produce broadcast quality news packages. Eighty percent (80%) students in the RTV 3304 class should score a minimum of 4 on a 5-point scale.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Twenty two of twenty six (Spring=7, Fall =19) students in EJ2 scored 4/5, for 85%.

**Did your results show an improvement compared to previous year(s) results?**

- ☒ Yes  
☐ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Slight improvement. (last year was 81%)

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Students continue to use both their classroom knowledge and the experience from their internships in developing news judgement skills. In addition, students are getting feedback on their stories from professionals before they are finalized, so they are able to use both sets of feedback. The capstone students continue to interact with professionals in the field while covering stories, so they are getting the benefit of professionals viewpoints on stories and what makes for a good story and what doesn't.

**Reflective Statement Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Overall Outcome Results Review Comment:**

AJ 10/13: Good

**Attachments:**

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**Outcome: 5**

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

**Academic Learning Compact (ALC):**

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

**Measure: 5.1**

Seventy percent (70%) of students in the broadcast journalism capstone course will have 1 story per week (total of 13) approved for broadcast on air or publication on Knightly News Website.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

ALL students in the newscast during the year (Spring = 11, Fall =7) had at least one story on the news website or the newscast per week.

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes
- ☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Last year had 100% as well.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Measure: 5.2**

Students in the EJI and EJII classes will demonstrate increasing ability to assess news ideas and suggest the means to acquire the necessary information to make them airworthy. This will be measured by their performance on a standardized pre-test/post-test administered over two semesters in RTV 3301 and RTV 3304. At least 70 per cent of the students in these classes will score a minimum of 70 per cent on the post-test and improve their score by an average of 10 percentage points over the pre-test score.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Data not collected. This is a consistent problem for us, as we often have changes in course direction and syllabi, as well as changes in assignments, from semester to semester to update our course. In addition, because this is not standardized (e.g., not enough people to have a full online section to administer the test), we simply don't have enough consistency in getting this pre/post test cycle administered. This measure is being re-evaluated.

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes  
☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No data to compare to last year.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

In the process of changing our assessment measure/rubrics, we have neglected to conduct this pre-test/post test. What we've found is that based on internship evaluations and feedback from professionals, as well as the stories that are being produced for the capstone and the website, that students are learning their news judgment in a combination of places. We're making changes to our assessment program to increase the frequency of our data collection.

**Reflective Statement Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Overall Outcome Results Review Comment:**

AJ 10/13: Good but be sure to expand on why data was not collected for measure 5.2

AJ 11/12: Good

**Attachments:** RTV 3304 POST-TEST.doc

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**Outcome: 6**

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

**Academic Learning Compact (ALC):**

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

**Measure: 6.1**

Eighty percent (80%) of students in the broadcast journalism capstone course will have two stories/week approved for either broadcast on air or publication on the Knightly News website.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met  
☐ Target not met

Sixteen of 18 students (89%) during 2013 had two stories per week approved for air or publication.

**Did your results show an improvement compared to previous year(s) results?**

- ☒ Yes  
☐ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

The percentage of students went up (89% vs. 73%), even though the raw number did not (16/18 vs. 16/22).

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 6.2**

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

Consistent with the feedback from item 1.2, we are striking the improvement measure for this collection cycle.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met  
☒ Target not met

Data not collected. This is a consistent problem for us, as we often have changes in course direction and syllabi, as well as changes in assignments, from semester to semester to update our course. In

addition, because this is not standardized (e.g., not enough people to have a full online section to administer the test), we simply don't have enough consistency in getting this pre/post test cycle administered. This measure is being re-evaluated.

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes  
☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No data.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Students are meeting our expectations when it comes to publication and broadcast, but we need to develop a more reliable and (candidly) easier to administer evaluation of their growth during the early classes.

**Reflective Statement Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Overall Outcome Results Review Comment:**

AJ 10/13: Again, expand on why data was not collected for measure 6.2

AJ 11/11: Good

**Attachments:** RTV 3301 pretest.doc

Top

**Outcome: 7**

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

**Academic Learning Compact (ALC):**

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

**Measure: 7.1**

Upon completion of an RTV internship, RTV student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's level of expertise in the critical area of ORGANIZATIONAL skills. Eighty percent (80%) of RTV student interns will score an 8 or higher on a 10pt. scale.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met  
☒ Target not met

Seventy eight percent of students (76/89) were evaluated at 8 or higher. Ninety percent (80/89) were evaluated at 7 or higher.

**Did your results show an improvement compared to previous year(s) results?**

- ☒ Yes  
☐ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

While the target was not met, we did see an increase in the percentage of students who met the target. And with the numbers we have (89 students), and with 90% receiving "7" or higher, we're confident this will continue to improve.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 7.2**

Upon completion of an RTV internship, RTV student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's level of expertise in the critical area of DEADLINE RESPONSIBILITY. Eighty percent (80%) of RTV student interns will score a 7 or higher on a 10pt. scale.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met  
☐ Target not met

Ninety one percent of students (81/89) received a score of '7' or higher, and 76% received a score of '8' or higher.

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes  
☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

The scores stayed about the same (one or two percentage points on each item).

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 7.3**

Upon completion of an RTV internship, RTV student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's level of expertise in the critical area of INITIATIVE. Eighty percent (80%) of RTV student interns will score an 8 or higher on a 10pt. scale.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met  
☒ Target not met

Seventy two percent (64/89) of students were scored at '8' or higher. Ninety one percent (81/89) scored a '7' or higher.

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes  
☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

The percentage of those who met the target did drop; however the percentage of those who were one below the target was the same. We believe this is a fluctuation compared to years past.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory



**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

We have mixed results here, but we believe we are on target. We have set a high goal for 80% of our students to meet an 8 or higher, but we believe we can reach that, as we continue to improve in the areas above. We are somewhat concerned about "initiative" falling lower. This could be a generational effect, but we need to look at it another year to learn more.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Overall Outcome Results Review Comment:**

AJ 10/13: Good

**Attachments:** Spring13GeneralistInternshipEvaluation.pdf

Spring13JournalistInternshipEvaluation.pdf Spring13ProductionInternshipEvaluation.pdf

Top

**Outcome: 8**

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

**Academic Learning Compact (ALC):**

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

**Measure: 8.1**

Upon completion of an RTV internship, RTV PRODUCTION-TRACK student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's level of expertise in the critical area of PRODUCTION skills. Eighty percent (80%) of RTV production student interns will score a 8 or higher on a 10pt. scale.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met

☒ Target not met

Technically, the target was not met. Much like last year, we did not break out the specific skills in this area for evaluation. However, an aggregate average of all skills evaluated (studio and field camera, editing, visual composition, audio, lighting, post production) shows that inter providers evaluate our students ON AVERAGE at '8' or higher in these areas. However, overall, only 74% of students (23/31) are INDIVIDUALLY rated at '8' or higher in these areas. Most of the the evaluations that were below the target were confined to specific students.

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes  
☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

This year is pretty much on target from last year; so no improvement, but no measurable dip.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 8.2**

Upon completion of an RTV internship, RTV PRODUCTION-TRACK student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will be conducted via a standardized RTV Internship Evaluation form, and requests the evaluator to rank the intern's PROFESSIONAL POTENTIAL. Eighty percent (80%) of RTV production student interns will score a an 8 or higher on a 10pt. scale.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met  
☐ Target not met

Ninety percent (28/31) of production students scored an '8' or higher; 71% (22/31) scored a '9' or higher.

**Did your results show an improvement compared to previous year(s) results?**

- ☐ Yes  
☒ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

The target was still met, but we had a lower percentage at the target level. We believe that's a function of numbers - we had fewer production students complete internships.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

While not specifically outlined as a scale of production skills, as with last year the index of production skills used in this evaluation seems to be a solid indicator of where internship providers believe students are. That most of those "below" the line are confined to specific students tells us that internship providers are, in this case, not only willing to point out shortcomings of students but are also being very specific about the level of shortcomings. We would do well to have a better handle on the index and make it more clear as to how these are being measured. We believe that the overall PROFESSIONAL POTENTIAL rating, while one item, provides a solid measuring stick by which professionals evaluate our students.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Overall Outcome Results Review Comment:**

AJ 10/13: Good. Are you planning on adjusting the rubric for measure 8.1 next year?

**Attachments:** Spring13ProductionInternshipEvaluation.pdf

Spring13JournalistInternshipEvaluation.pdf Spring13GeneralistInternshipEvaluation.pdf

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**Outcome: 9**

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: 9.1**

Students in internships will receive a satisfactory evaluation by their respective internship supervisors. The evaluator will be asked to rank skills in written and oral areas. Eighty percent (80%) of RTV student interns will receive an 8 or higher on a 10pt. scale.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g.,

subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met  
☒ Target not met

Sixty-seven percent of students (60/89) were rated at '8' or higher in written; 76% (68/89) were rated at '8' or higher in verbal.

**Did your results show an improvement compared to previous year(s) results?**

- ☒ Yes  
☐ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Slight improvement, if only because we're parsing out the numbers specifically, compared to last year where they were combined.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 9.2**

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

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met  
☐ Target not met

Ninety-two percent (22/26) of broadcast journalism students and 80% (32/40) of production students completed an appropriate internship.

**Did your results show an improvement compared to previous year(s) results?**

- ☒ Yes  
☐ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Last year was a flat 80% across the board. By parsing it out, we believe we've been able to determine that we are seeing more news students complete internships than other students.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Measure: 9.3**

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

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Sixty-two percent (31/50) of generalist track students completed an appropriate internship.

**Did your results show an improvement compared to previous year(s) results?**

- ☒ Yes
- ☐ No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Last year there was a flat 50% completion.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

We are seeing more generalist students complete internships, in large part because we are actively recruiting them to do internships and providing them with wider opportunities to do internships. We could probably stretch this measure to a higher percentage in our next assessment plan.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Overall Outcome Results Review Comment:**

AJ 10/13: Stretch targets are always good!

**Attachments:** Spring13GeneralistInternshipEvaluation.pdf  
Spring13JournalistInternshipEvaluation.pdf Spring13ProductionInternshipEvaluation.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 results report 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 results report
- ☐ Feedback did not result in improvements to this results report
- ☐ Feedback will help to improve a future plan
- ☒ The results report 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 results report. (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 results report 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 results report used the feedback.**

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

**Curriculum/Course-related Assessment Methods:**

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

**Review:**

☐ Revision or explanation needed

☒ Satisfactory

**Review Comments:**

AJ 10/13:  
Good

**Explain EACH item checked above:**

Capstone Performance Evaluation - Knightly News Students have story ideas that are aired/published each week.

Course embedded questions - pre test/post test in Writing (RTV 2102)

Observation - Internship evaluations; professional evaluations of production student work.

**Examinations/Tests:****Standardized:**

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

**Explain EACH item checked above:**

None

**Local:**

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

**Explain EACH item checked above:**

None

**Surveys:****Institution (UCF):**

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

- ☒ Employee Survey
- ☐ Entering Student Survey

**Explain EACH item checked above:**

NOne. I only checked a box because it did not give me the "none" option.

**Local:**

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

**Explain EACH item checked above:**

NOne- I only checked a box because it did not give me the "none" option.

**Other Survey(s):**

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

**Explain EACH item checked above:**

Internship Evaluation

**Miscellaneous Assessment Methods:**

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

**Explain EACH item checked above:**

Professionals from industry; internship supervisors.

**Changes to Academic Process:**

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

**If 'No Changes' indicated, please provide an explanation, including a strategy to improve IE assessment data collection to yield useful**

**Criteria:**

Please comment on implemented and planned changes

- ☒ Clear statement of change(s)
- ☐ Description of how changes created improvements;



**information.**

The courses don't seem to an issue, nor their order, with the exception of the writing class in the production and generalist tracks. However, those tracks see better writing in the internship situations. We hope to also improve the assessment rubric and plan to yield better data.

**Changes to Curriculum:**

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

**Is this an implemented or planned change?**

- ☐ Implemented Change
- ☒ Planned Change
- ☐ Both

**Planned change for next assessment cycle:**

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How are you going to bring about a change?

**Outcome: 1 Measure: 1****Explain the strategy that you will implement to attempt to bring about the change:**

With regard to our internship evaluations, it is possible that 8 may be too high, or that 80% may be too high. However, more likely, there are issues with writing skills of interns and expectations of intern providers. Our most intensive writing track (Broadcast Journalism) had the lowest percentages of target (13/26, 50% were at 8 or above); that field is also the most intense writing field that our majors go into. This leads to more investigation as to what we're focusing on in our track vs. what the industry expects. What we see as our students take their pre-test/post-test in writing is that they seem to master WHAT WE WANT them to master, but we need to make sure that we're asking them to master what the industry expects. With ONE writing class that covers three distinctly different majors, that's difficult to achieve. We're taking steps to address that by removing journalism students from the mix and placing them in a more news oriented writing course.

Strategy - we are already changing the writing course for our journalism students, who will take a separate writing course. That allows us more flexibility to change both the timing and the content of the course for the more "broadcasting" oriented students.

**Describe the data that you will collect to assess the change to provide evidence of improvement:**

By getting more industry focused and specific content into the course, we'll have a better sense of just who is improving.

- ☐ Add Course
- ☐ Delete Course

make suggestions for future cycles

**Review:**

- ☐ Revision or explanation needed



Satisfactory

**Review Comments:**

Good - I think the change to the rubric will certainly be helpful in getting to the information you're looking for.

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

### Changes to Assessment Plan:

- ☐ Revise Student Outcome Statement
- ☒ Revise Measurement Approach

### This selection can only be a planned change

- ☒ Planned Change

### Planned change for next assessment cycle:

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How are you going to bring about a change?

### Outcome: 2 Measure: 2

#### Explain the strategy that you will implement to attempt to bring about the change:

Our results are not an improvement over last year, mainly because we just don't know. One of the issues we've had over the years with this measure is the ability to gather the post test data. We are changing our plan this year to reflect a more focused and industry friendly approach to making sure that our students know more about the professions.

Strategy - by assembling a group of professionals in a more focused area of radio and television, we'll be able to come up with much more modern concepts that students need to know. In addition, as we are adding more capstone classes in our tracks, we'll be able to conduct the post tests more effectively.

#### Describe the data that you will collect to assess the change to provide evidence of improvement:

Pre test/post test not administered in Post classes;

that will change now that we are adding more capstone courses.

- ☐ Collect and Analyze Additional Data and Information
- ☐ Change Method of Data Collection
- ☐ Other implemented or planned change(s)
- ☐ Plan has been reviewed and no changes made
- ☐ No Changes to Assessment Plan

### Institutional Effectiveness Assessment Results Rubric

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

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

#### Indicators:

- ☒ 1. Complete and relevant data are provided for all measures and an explanation is provided for how representative samples are determined, if applicable. If data are incomplete or missing, provide an explanation of the extenuating circumstances.

Justification for incomplete or missing data due to extenuating circumstances will not be permitted for two or more consecutive reports. Representative samples should include data from students at a

distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

☒ 2. Data reporting is accurate and thorough (see supporting narrative)

Accurate and thorough data reporting means:

- Reported data match data requirements established by a measure.
- Sampling methodology and response rates are provided for survey data.
- The underlying "n" and "N" are provided for all percentage statistics.

☒ 3. Results for each measure indicate whether the target for that measure has been met

This may be done explicitly (e.g., "target met" or "target not met") or implicitly (i.e., the reported data clearly indicate whether the target was or was not met).

☒ 4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes. Whether individual or aggregated reflective statements are provided, all outcomes must be addressed.

☒ 5. Report includes one or more implemented and/or planned changes linked to assessment data and designed to improve student learning, program quality, or unit operations. If no such changes are indicated, an explanation is provided including a strategy to improve IE assessment data collection. Implemented and planned changes designed to improve student learning, program quality, or unit performance may be referenced in reflective statements, but should be thoroughly documented in the implemented and planned changes section of this report. NOTE: the IE Assessment Plan should be revised to include one or more measures to assess the impact/effectiveness of such changes. If no such changes are reported, the IE Assessment Plan itself should be carefully reviewed and revised as needed. Implemented or planned changes that are based on factors other than IE assessment data may be reported in the summary statement of the results report. New measures may also be established in the plan to evaluate the impact of those changes as well, regardless of the reason for the change.

☒ 6. Assessment instruments associated with the report and not previously submitted with the plan are provided via attachment or URL if not proprietary.

Copies of assessment instruments should normally have been submitted with the plan during the prior IE Assessment cycle. If that previously submitted plan identified an instrument in development or if another new assessment instrument was developed and used in association with the current results report, that instrument should be attached to this report.

### Additional Indicators:

☐ 7. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process.

When an outcome and/or measure(s) evaluates the impact of a previously reported change, the reflective statement for that outcome should include a determination of whether the change resulted in an improvement.

☐ 8. Follow-up data collected to assess the impact of implemented changes show improved outcomes. Meeting this final criterion for one or more measures is the ultimate goal of IE Assessment. When data confirm improvement(s) in student learning outcomes, program quality, or unit operations, the improvement(s) should be well documented in the applicable reflective statement(s). In addition, the Summary of Assessment Process should provide a brief narrative that describes the entire "closed loop" process that resulted in the improvement(s).

### Summary of Quality Improvements:

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

We have found areas for improvement in our teaching - writing for our broadcast journalism students, for one. We have also found that our students production skills and their ability to analyze news situations continues to improve. By focusing on finding more writing courses and more outlets for our students, we'll be able to improve the writing components of the courses.

### Review Criteria:

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

☐ Revision or explanation needed

☒ Satisfactory

### Review:

AJ 10/13: Looks good overall. A couple of quick fixes with

reference to sampling and targets being met and explanations about missing data and you're set for the first 6.

AJ 11/12: Good job. You have identified some weaknesses in your plan which will help make this stronger next year. That will allow you to "close the loop" in your 2014 - 2015 results report.

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