

# UCF Assessment

## Assessment Plan and Results

Plan Year:  Status: Results Approved for DRC Report  
 Program/Unit:  Last Updated: 12/2/2015 12:57:53 PM

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

View/Submit Results Review  2013-2014 Results Review

Program/Unit:	Radio/Television - B.A.	DRC:	College of Sciences
Year:	2014-2015	DRC Chair:	Elizabeth Grauerholz
Due Date:	09/23/2015	Coordinator(s):	Boyd Lindsley, Kim Tuorto, Stephanie Rice, Timothy Brown
		Reviewer(s):	David Gay

### 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) Evaluation of student work by professional panel 3) Student performance in practical/real world simulation courses.

### Relationship to Strategic Plan:

Our plans right now are heavily centered on excelling in undergraduate education and developing partnerships with the industry and the community. Our outcomes are focused on helping us determine how to provide that education and developing those partnerships. By using internship evaluations, we not only encourage students to focus on developing their professional potential with Central Florida media outlets and producers, we also get a "real world" assessment of what our students are learning and

applying. By using that evaluation data, we are able to see where our program is strong and where we need to improve our training and education. As interns are evaluated on their writing and professional skills (Outcomes 1,2,3, 5,6, and 7) we learn how well those skills are fitting in with our outside partners. As our news students are evaluated on their news judgment (Outcomes 4 and 5), we learn more about how our partners value the skills that we are teaching our students. And by soliciting that feedback on a regular basis (Outcome 8, internship counts), our partners become more involved in the development of our students and of our program. The industry partnerships help shape and strengthen the undergraduate education focus. Through our assessment of student skills by our partners, we have learned that an international focus is highly desired. We're now expanding our Hispanic media component to work with a partner institution in Spain 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 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

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

#### 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

52% (14/27) reached scores of 8 or higher. 81% (22/27) reached 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:

The outcome and measure last year were different, so we have nothing to compare it to (writing scores were aggregate across the major last year, not broken down by track as they are this year).

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Measure: 1.2**

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.

**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

85% (41/48) of production students scored 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 outcome and measure last year were different, so we have nothing to compare it to (writing scores were aggregate across the major last year, not broken down by track as they are this year).

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Measure: 1.3**

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.

**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

78% (32/41) of generalist students scored 8 or higher; 95% (39/41) scored 7.0 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 outcome and measure last year were different, so we have nothing to compare it to (writing scores were aggregate across the major last year, not broken down by track as they are this 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).

THESE MEASURES WERE CHANGES FROM LAST YEAR, AND WE IMPLEMENTED THEM BECAUSE WE WANTED MORE DETAILED INFORMATION ABOUT EACH TRACK WITHIN RTV, RATHER THAN THE MAJOR AS A WHOLE. WE HAD ANTICIPATED THAT OUR BROADCAST JOURNALISM STUDENTS WOULD FARE BETTER THAN OTHER TRACKS SIMPLY BECAUSE IT IS A MORE WRITING INTENSIVE PROGRAM. HOWEVER, Broadcast journalism did not meet the goal, and this is the one that is somewhat troubling, as it's our most writing intensive track. We would LIKE to think that it's because the expectations of writing is relatively higher in journalism than in the other tracks, but we have to consider that we may need to look for more data to figure out the answer (e.g., more robust statistical measurement, but we may not have enough cases). Further analysis will be needed. Broadcast production students met their goal, while Generalist students (management, promotions, creative services) just missed theirs. We feel this is a good start for those programs AND THIS TYPE OF MEASURE, but we want to see more information from a couple of years as we go forward. We can't measure improvement because this is a new outcome and measure from last year.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Overall Outcome Results Review Comment:**

It appears that you are very close to your targets for Measure 1.1 and 1.3. More cases would be helpful for any analysis.

A closer look at the data may reveal "where" students are having problems. That is, a more detailed look at the items in the measurement instrument could provide information concerning the "trouble."

That is, are there any items where the students as a whole are scoring below the target. You may also have variation among intern supervisors.

DG 10/20/15

Reviewer makes a great suggestion--look at the which items students tend to get scored lowest on. You might be able to develop a plan to address those specific limitations. Of course, have more years to compare will be helpful. LG 11/12/15

**Attachments:** RTVBroadcastProductionInternEval.pdf RTVBroadcastJournalismInternshipEval.pdf RTVBroadcastGeneralistInternEval.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

95% (113/119) of RTV students scored 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:

Last year, 76% scored an 8, so we missed that hidden mark last year(this year 80% scored an 8, although the stated one is a 7). However, this year's 95% at 7 is consistent with the previous year (94% at 7).

### 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 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.

### 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

95% of students (113/119) scored 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 outcome and measure last year were different, so we have nothing to compare it to.

### 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 first measure in this group was even with last year, but saw an improvement in the "hidden" value - that is, we like to see how we're doing with a higher value to look ahead to future years (do we need to change the measure?). We may be moving the measurement higher because we've had some improvement over the year before.

As for the second measure, it is new, so we have nothing to compare it to (year-wise). However, because of the high score on this one, we may be tempted to raise the level (e.g., 80% at 8) rather

than keep it at the low number. Because it is new, however, we are likely to keep it here for another year to see the progress.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Overall Outcome Results Review Comment:**

Your stated goal is a 7 on a 10 point scale, and you met your target for Measure 2.1. The reflective statement appears to be more interested in the "hidden" value. Are you proposing a higher standard for the next cycle?

My guess is that you want to keep the target for Measure 2.2 consistent with Measure 2.1. DG 10/20/15

Overall, accurate reporting and nice reflection. LG 11/12/15

**Attachments:** RTVBroadcastGeneralistInternEval.pdf RTVBroadcastJournalismInternshipEval.pdf RTVBroadcastProductionInternEval.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**

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

Six projects from total of 30 available from both semesters (Spring = 1, and Fall=15) were selected at random (three from each semester). All six projects averaged above an overall 3 score. The average for all of the students was a 3.75 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:**

They are consistent with last year. IN 2013, SIX PROJECTS FROM AN AVAILABLE 18 WERE SELECTED, AND ALL SIX AVERAGED ABOVE AN OVERALL 3 SCORE. THE AVERAGE FOR ALL THE PROJECTS IN 2013 REPORTING YEAR WAS 3.97

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 3.2**

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

**Result:**

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

48 internships were completed and 20 students were officially enrolled in production work for the Knightly News broadcast. **THE WORK WAS EVALUATED BY PRODUCTION PROFESSIONALS at WUCF-TV and other media outlets; 70% WAS CHOSEN AT RANDOM TO BE MEASURED FOR THIS ASSESSMENT** and they met the 3/5 minimum.

**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:**

Consistent with the year before, WHEN 32 STUDENTS DID INTERNSHIPS (48 THIS YEAR). WE DID RECORD A 50% INCREASE IN INTERNSHIPS, BUT THAT IS IN PART BECAUSE MORE STUDENTS ARE ABLE TO INTERN AT WUCF-TV, AND THEREFORE THERE ARE MORE OPPORTUNITIES THAN BEFORE.

**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 growing relationship with WUCF-TV is allowing students more opportunities to work in a hands on capacity with the professional television operation. Some of them are doing this through internships, some doing it through class. Because the work is being done FOR WUCF-TV and the students regularly work with professionals, it is sometimes difficult to have THAT work externally evaluated. In other words, if the professionals at WUCF-TV determine that the student work is good enough to go out on WUCF-TV, we would reasonably assume it's at least a 3/5. The other work (for Knightly News, etc.) is evaluated by others and meets that threshold. As the relationship with WUCF-TV grows, we may need to look for another, external measure of simply STUDENT work that would not impact the work at WUCF-TV.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Overall Outcome Results Review Comment:**

An explanation of why a sample of six was selected for Measure 3.1. How many total production projects were completed?

The target was met and the results were consistent with the year before. DG

As noted by Reviewer, please indicate sample/population for 3.1. I'm having a little difficulty understanding who is evaluating the students. Is it a panel of professionals? You note that it's difficult to get ratings from external sources but it appears that you did, right? Were evaluations solicited for all students but only 70% were returned? More clarity about the process would help. Also, provide actual numbers for last year under "Improvement" section; this will help to determine how much (or little) change has occurred and help with tracking. LG 11/12/15

I'm guessing that Spring should be 15 in Measure 3.1. DG 11/27/15

**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.

**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

24 students completed the capstone course in 2014. 83% (20/24) had 2 stories 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, 94% met this goal. We still met the target, but not as many people completed all the assignments.

**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

15/18 students (Spring =6, Fall = 12), 85% scored a 4/5.

**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:**

Consistent with last year's numbers, IN WHICH 22/26 (SP=7, FA=19) STUDENTS SCORED 4 OUT OF 5, FOR 85%.

**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 we met our target for the first measure, it was lower than the previous year. We are satisfied that we are training students well; sometimes there is a group that is a little bit harder to reach. We would be cautious to say that we should extend this target, because not every student (or even 9/10) will fully complete their work on time, every time. However, we do want to pay attention to the numbers as we continue to move forward.

As for the second measure, it's consistent with the year before... we may want to pay attention to that as we move into the next year (does that mean that our numbers in the 4.1 measure will go down again?). At this point, we do not see a need to change the measure.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Overall Outcome Results Review Comment:**

The results for Measure 4.1 are lower than last year's, but you still met the target. It may be a good idea to keep the target where it is. However, the description of Measure 4.1 is a little confusing so you should rewrite it. DG

**Attachments:**

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**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**

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.

**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

85% of broadcast journalist students (23/27) scored 7 or better (broadcast journalism is the only track where this is assessed).

**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 is a new outcome and measure, and was not used last year.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Measure: 5.2**

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 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.

**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

85% (23/27) of broadcast journalism students scored 7 or better. Broadcast journalism is the only track where this outcome is measured.

**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 is a new outcome and measure, and was not used 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).

These are new measures, pulled from our internship evaluations that are designed to see how well students are prepared for the workplace. We see these as valuable, because broadcast journalism students are often asked to do a lot of work very quickly and efficiently. We want students to be able to contribute to the overall product of the station so that they can establish professional skills that are usable right after graduation in their first jobs. These measures show us that we're meeting our target. However, we want to see how they do for another year before we decide to move them up.

**Reflective Statement Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Overall Outcome Results Review Comment:**

You exceeded the target for both measures. You have a baseline for comparison for the next cycle. DG 10/20/15

**Attachments:** RTVBroadcastGeneralistInternEval.pdf RTVBroadcastProductionInternEval.pdf  
RTVBroadcastJournalismInternshipEval.pdf

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**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**

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

78% (93/119) of all RTV students scored 8 or higher; 86% (102/119) scored 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:**

This is a new outcome and measure, and was not used last year.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 6.2**

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

94% of students (112/119) scored 7 or higher. 82% (98/119) scored 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:**

This is a new outcome and measure, and was not used last year.

**Review:**

☐ Revision or explanation needed

☒ Satisfactory

**Measure: 6.3**

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

82% (98/119) of students scored 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:**

This is a new outcome and measure, and was not used 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).

These are new measures developed through consultation with our industry partners and internship providers and measured through our internship evaluations. We cannot compare them to years past. However, even though "technically" the first measure was not met, it is within 2 percentage points. We feel all three measures are accurate evaluations of students as they prepare to graduate. We will want to monitor this for another year to look for any year to year trends before we decide to change it.

### Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

### Overall Outcome Results Review Comment:

You were very close to your target of 80% for Measure 6.1, and you met the target for 6.2 and 6.3. Again, you have a baseline for the next cycle. DG 10/20/15

**Attachments:** RTVBroadcastJournalismInternshipEval.pdf RTVBroadcastProductionInternEval.pdf RTVBroadcastGeneralistInternEval.pdf

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### 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

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.

### 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

65% of students (31/48) scored an average of 8 or higher across all the items; 96% (46/48) averaged 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:**

This is a new outcome and measure, and was not used last year.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Measure: 7.2**

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

98% (47/48) scored 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:**

This is a new outcome and measure, and was not used 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).

7.1 is a new rubric for evaluation, so we can't compare it to last year. **THIS CHANGE WAS PROMPTED BECAUSE WE KEPT SEEING THAT STUDENTS WERE GETTING OVERALL RATINGS THAT SEEMED UNUSUALLY HIGH. WE WENT TO THE NEW EVALUATION RUBRIC TO GET MORE DETAILED INFORMATION ABOUT WHERE OUR STUDENTS ARE EXCELLING AND WHERE THEY ARE NOT.** We can see that we need to push some more hands-on opportunities in the classroom. Students are not demonstrating effectiveness in some of these skill sets. More detailed analysis might show just what specific areas need help more than others. However, the initial analysis shows that the lower scores are across the board, rather than in one particular area.

What is somewhat confusing is that professionals say our students overwhelmingly have professional potential, even though their skill set is not rated as highly. We MIGHT think this is our production internships providers looking at those skills more closely than they do others (e.g., writing, as in an earlier measure), but see potential for growth and development. We need to track this and see how it develops to learn more.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Overall Outcome Results Review Comment:**

Watch the new measure closely. Can you talk to the professionals about their particular skills? What were their strengths and weaknesses? Perhaps that information could inform instruction. DG 10/20/15  
Nice, thoughtful reflection. Digging in a little deeper into data, as you start to do with 7.1, can also be helpful. LG 11/12/15

The new rubric sounds like a very good idea. DG 11/27/15

**Attachments:** RTVBroadcastGeneralistInternEval.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**

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

95% (72/76) of students in the two tracks 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:**

Slight increase by a few percentage points (92% last year).

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 8.2**

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

91% of generalist students (42/46) completed internships.

**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, 62% completed 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).

We are extremely pleased that our efforts to get more generalist students into internships is paying off. We hope to maintain this level over the coming years. We also anticipate that changes to our curriculum in a few years may lead to a different measure (e.g., it's expected/mandated that students in this track do internships, so we have to measure another form of professional experience). At this point, we're content with it where it is and we want to chart its progress.

We also are satisfied with the (slight) increase in journalism and production internships, as that indicates for us that we continue to get our students good internships in good places.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Overall Outcome Results Review Comment:**

Internships in good places are important. This part of the program appears to be quite successful. DG 10/20/15

It sounds like you may be "closing the loop" with 7.2 but it needs to be clearer what your "efforts to get more generalist students into internships" means. What efforts? Was prior assessments what led you to try something new? This should be spelled out below so we can credit you on trying to close the loop. LG 11/12/15

**Attachments:****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

### **Explain EACH item checked above:**

Capstone courses in Broadcast Journalism and Broadcast Production are used to measure amount of work and quality of work.

Capstone project - work produced by students in the capstone class (newscast, production, half hour program).

Rating - Internship evaluation

Assessment Rubrics - production work that outsiders use to evaluate

### **Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

### **Review Comments:**

There are a number of internship evaluations, but there is very little in terms of gathering information from graduating students. How do they evaluate their experience?  
DG 10/20/15

These are appropriate assessment tools. LG 11/12/15

I agree these are appropriate assessment tools. DG 11/27/15

student work.  
Observation - Internship evaluation.

**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... outside internship evaluation

**Local:**

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

**Explain EACH item checked above:**

None

**Other Survey(s):**

- ☐ National Survey

- ☐ State Survey
- ☒ Other Survey

**Explain EACH item checked above:**

Other - 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:**

Advisory board - ad hoc for student production evaluations.

**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 information.**

We're moving forward as normal. The ONLY change (not really a change) is just adding a section or two of a class because of additional hires. That's why NO CHANGE has been checked.. We're not changing anything other than adding sections to respond to student demand.

**Changes to Curriculum:**

- ☐ Revise and/or Enforce Prerequisites
- ☐ Revise Course Sequence
- ☐ Revise Course Content
- ☐ Add Course
- ☐ Delete Course
- ☐ Other implemented or planned change
- ☒ No Changes to Curriculum

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

**Criteria:**

Please comment on implemented and planned changes

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

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Review Comments:**

I noted a number of first time measures. This indicates a number of changes have not been evaluated over time so there is no need for changes this time. DG 10/20/15

There have been very few changes to the curriculum - previous assessment plans had indicated that several skills and instruction were desired by professionals. However, how we measure those skills has changed. What we will likely do is try to differentiate among certain tracks (Generalist, Production, etc.) and differentiate among specific skill sets to determine more useful data.

### Changes to Assessment Plan:

- ☐ Revise Student Outcome Statement
- ☐ Revise Measurement Approach
- ☐ 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

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

We are not changing our assessment plan this time around because we have several new measures that were instituted last year. We want to see how they will play out over the next year or two before developing changes.

### 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 Review Criteria:

#### 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).

Changes in our assessment plan have been driven by our main constituents, which are professionals in the fields we teach. They are asking for certain skill sets that fit our goals, and we are using their evaluation of those skill sets for a large part of our assessment. That is a change that is relatively recent.

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

- ☐ Revision or explanation needed
- ☒ Satisfactory

#### Review:

Follow-up data is needed to "close the loop." Since a number of first time measures were used, follow-up data should remedy this situation. DG 10/20/15

Overall, this is a strong report. Just a couple of minor changes will help bring this to a 3. First, indicate sample/population for 3.1. Second, wherever you have data from last year and you say "no improvement" go ahead and provide the percentages so that it's easier to track and to see how much/little change has occurred. This will allow us to check #1, bringing the report to a 3. **Rubric items #7 and #8 are tied to past changes and student improvement.** If you can identify some past/implemented changes that were made in attempt to improve student performance we check #7. If you can point to one of those changes as the cause for improved results in student performance we check #8. These (paired with the revisions above) would move the rating to 4-Accomplished or 5-Exemplary. The one place where this seems that it may have occurred is 7.2. But you make only vague/general reference to efforts. These improvements would also need to be spelled out in the Implemented Changes section (and reflective statement). LG 11/12/15

- Zack's notes 12/2/15 (Regarding Revisions)
- Revisions were made to include the sample size for 3.1 and the numbers from last year when making comparisons to previous year's data. Those were the two main suggestions from the reviewers upon initial submission. Since they have now been addressed we have now given credit for rubric item 1. Items 1-6 have been met moving the overall rating to a 3-Maturing.

- Rubric items #7 and #8 are not met. these related to "closing the loop" making changes to create improvement. All past changes that were mentioned were made to the plan itself to improve data collection. No past changes to improve student learning were mentioned. No planned changes were identified in this report either, which will make it difficult to "close the loop" on the next results report too.
- The plan is good and the program is working hard to conduct meaningful assessment. It is understandable that you would want to collect data for a few years before implementing changes. Just be aware that this is the only step missing in assessment for this program. You may wish to begin thinking about what changes can be made to improve student learning and begin implementing some things in the near future.

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