

UCF Assessment

Assessment Plan and Results

Plan Year: 2016-2017 ▼ Status: Results Approved for DRC Report
 Program/Unit: Radio/Television - B.A. ▼ Last Updated: 10/31/2017 1:13:48 PM

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

View/Submit Results Review  2015-2016 Results Review

Program/Unit: Radio/Television - B.A. DRC: College of Sciences
 Year: 2016-2017 DRC Chair: Elizabeth Grauerholz
 Due Date: Coordinator(s): Kim Tuorto, Stephanie Rice, Lindsay Neuberger
 Reviewer(s): Dmitry Kolpashchikov

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

Assessment Process:

1) Evaluation forms for interns completed by the intern supervisors 2) Evaluation of student work by professional panel 3) Student performance in practical/real world simulation courses. There are 17 tools in place to assess students. All data is made available to faculty and will be used to improve areas of weakness which will be noted by professionals in our measures. Courses will then be revised to address issues in student learning.

Relationship to Strategic Plan:

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

Top

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

RTV student interns in Broadcast Journalism were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on the performance of their WRITTEN skills on a scale from 1-10 (10 being the highest). N=11, 1 were rated 10, 2 were rated 9, 2 were rated 8, 2 were rated 7, 3 rated 6, 1 rated 5, 0 were rated 4 or below. The target of 80 % was not met as 45% were rated 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:

Last year 60% scored 8 or higher, this year there was a 15% decrease on written skills.

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

RTV student interns in Production were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on the performance of their WRITTEN skills on a scale from 1-10 (10 being the highest). N=31, 7 were rated 10, 6 were rated 9, 9 were rated 8, 7 were rated 7, 2 rated 6, 0 were rated 5 or below. The target of 80% was not met as 71% of the production students were rated 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 year there was an 11% increase over the previous year of 60%.

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

RTV student interns in the generalist track were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on the performance of their WRITTEN skills on a scale from 1-10 (10 being the highest). N=12, 6 were rated 10, 1 was rated 9, 2 were rated 8, 1 was rated 7, 1 rated 6, 1 rated 5, 0 were rated 4 or below. The target of 80% was not met as 75% of the generalist 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:

There was an improvement, 8% increase this year. We have made strides to improve our RTV2100 Writing for the Electronic Media class by changing some assignments and having full time faculty teach this important foundation course.

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).

The Broadcast Journalism intern supervisors hold those students to a higher standard and expectations. It is interesting also to note that Broadcast Journalism moved from RTV into Journalism and resulted in curriculum changes. We now have a mix of students from print, digital and broadcast in the JOUR 2100 as opposed to the RTV 2100 which was exclusively broadcast writing (this might also explain the lower scores for broadcast students). Two changes we have implemented as a result of past assessment was the online internship component that requires additional writing and having only full-time faculty teach the RTV 2100 writing course have improved student writing skills and seem to be reflected in these improved results for Generalist and Production students.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Dmitry Kolpashchikov (DK) comments 10/12/2017: Overall the results are clearly presented - thank you. In results for Measure: 1.3 please remove the last year information.

- Zack's notes 10/23/17
- Measure 1.1:
 - The data is good.
 - We would like to see a little more analysis and some granular/disaggregate data. Is there any qualitative data on given on the survey in addition to the scores? Are there particular things that the students seem to be struggling with? What might the program do going forward to try to create improvement. The reflective statement talks about why the target may not have been met and what may have caused the improvement, but it would be good to include some of that in the results for the measure too.
- Measures 1.2:
 - Essentially the same comments as 1.1
 - The data is good.
 - We would like to see some granular/disaggregate data.
 - The reflective statement talks about what led to the improvement, but it would be good include some discussion of that in the results section too. Additionally, when talking about changes that led to improvement please be sure to include 1) what change was made 2) why the change was made 3) when the change took place 4) how it affected the results. That way we are sure that we have all of the components necessary to demonstrate a closed loop.
 - There appears to be a typo in the last sentence. It says "The target of 80% was met..." I think you meant to say "not met" ... not met is indicated in the check box and is reflected in the data, so I assume this was just an oversight.
- Measure 1.3:
 - There seems to be some sort of mix-up with the data. Please revise the results for this measure.
 - There are two sets of data reported. I'm not sure if this is some kind of comparison or something, but the language is word for word identical. There are only two differences. The data sets are the same, but one says the N=12 and the percentage at target is 86%, and the other says that the N=18 and the percentage on target is 67%.
 - Particularly in the first set of data it says the N=12 but in the breakdown of how many students were rated at each level it lists 18 students.
 - In relation to that I don't see how the data arrives at the 86% at target number reported.
 - In addition to revising the data as appropriate, please also consider the comments from the previous measures regarding further analysis, granular data, etc.
- Reflective Statement:
 - Pretty good. Just remember when discussing changes/improvement we want to see 1) what changes were made 2) why it was made 3) when it was made 4) how it affected the results.
- Attachments: Good.

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

Top

Outcome: 2

Graduates will be able to speak knowledgeably in business settings appropriate to their career path.

Academic Learning Compact (ALC):

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

Measure: 2.1

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

RTV student interns were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on the performance of their VERBAL skills on a scale from 1-10 (10 being the highest). N=53, 14 were rated 10, 13 were rated 9, 8 were rated 8, 10 were rated 7, 5 rated 6, 2 rated 5, 0 were rated 4, 0 were rated 3, 1 was rated 2 or below. The target was met as 85% (45 out of 53) were rated 7 or higher. Looking at granular data 2 out of 30 (6%) students in the production track scored below 7; 3 out of 11 students (27%) students in the BJ track scored below 7; 3 out of 12 students (33%) in the generalist track scored below 7.

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 reflects a 12% increase in this measure. We are pleased students seem to speak well in a professional setting.

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

RTV student interns were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on the performance of adequate preparation for the internship on a scale from 1-10 (10 being the highest). N=52 RTV students, 14 were rated 10, 18 were rated 9, 6 were rated 8, 4 were rated 7, 5 rated 6, 3 rated 5, 0 was rated 4, 1 was rated 3, 0 were rated 2 or below. The target was met as 81% (42 out of 52) were rated 7 or higher. Looking at granular data 3 out of 30 students (10%) in the production track scored below 7; 4 out of 11 students (36%) in the Broadcast Journalism track scored below 7; 3 out of 11 students (27%) in the generalist track scored below 7.

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:

We feel this 5% decrease is a result of differing pools of student interns. We will continue to monitor for further assessment.

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).

It was a slight decrease overall but we do not feel this is significant enough to warrant any changes at this time. We will continue to monitor these numbers next academic year.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

DK comments 10/12/2017: Overall the results are clearly presented- thank you! In results for Measure: 2.2 seems to have last year information, which could be removed.

- Zack's notes 10/23/17
- Measure 2.1:
 - Similar comments to previous measures.
 - The data is good.
 - We'd like to see some further analysis. Discussion of any observations, trends, feedback from the internship supervisors about areas in which students can improve and that sort of thing
 - You indicate that there was a 12% improvement over last year. What may have led to that improvement? If it was something specific that the program did intentionally to try to create improvement you should tell us 1) what was done 2) why it was done 3) when it was done 4) how it affected the results.
- Measure 2.2:
 - As the reviewer indicated and much like measure 1.3, it appears that there are two sets of data given here. Please revise appropriately to clarify the results.
 - As with previous measures we would like to see some further analysis of the data. Discussion of what may have happened to cause the 5% decrease or if it is just a matter of statistical fluctuation, etc.
- Reflective Statement:
 - Is a little thin, we would like to see here a summary of the results as well as some of the analysis recommended for the results sections too. Discussion of what went well and what didn't go well, areas in which improvement is needed or has occurred, things the program has done previously to try to create improvement whether they've been successful or not, things the program might do going forward to try to create improvement, etc.
- Attachments:
 - Good.

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

Top

Outcome: 3

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

Academic Learning Compact (ALC):

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

Measure: 3.1

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

Students produced a community spotlight project in relation to WUCF-TV and their website. Three producers scored their projects using a 5 point scale (5 being the highest) rating the professional quality of the production elements (lighting, audio, videography). In spring 12 out of 12 (100%) received a 3 or higher on all elements; in the fall 5 out of 6, (83%) received a 3 or higher on all elements. Overall 94% (17 out of 18) met the professional quality production elements; the target was met.

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 improvement of 12% may be the result of better understanding of project objectives.

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

This year 75% (48 out of the 64) of the production students did complete one of the three production experiences (internship, division programming or practicum). All the students that completed the production experience were rated as satisfactory (3) or above by the professional panel

Students in the Broadcast Production capstone course were rated on their performance as crew members on the final studio production project an entertainment variety show. Out of 11 students, 8 students (73%) in the fall semester scored 3 or higher on their professional production skills (creativity/originality, technical proficiency, visualization, audio) by an outside industry professional. In the spring semester 4 out of 6 (66%) scored 3 or higher. The target was met with 71% for the year.

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:

Results of 75% this year show a minimal 4% increase from last year's results. We will continue to monitor.

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 always striving for excellence in our student's technical skills. It is important we note that although it was an improvement over last year is was slight and we must continue to stress our technical skills in all classes which lead up to the internships, division programs, or practicums.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

DK comments 10/12/2017: Thank you for the well-presented results.

- Zack's notes 10/23/17
- Measure 3.1:
 - Similar comments to previous measures
 - The data is good.
 - We would like to see some further analysis and granular/disaggregate data. Did students perform better in certain areas than others, for example did they score higher on lighting than on audio? Areas of strength/weakness, what the program has done to create improvement, what might the program do going forward to create improvement, etc.
 - It is stated that the 12% improvement may be the result of better understanding of project objectives. Did the program do something to help students better understand these objectives? When discuss changes/improvement remember to tell us 1) what change was made 2) why the change was made 3) when it was made 4) how it affected the results.
- Measure 3.2:
 - Similar comments to previous measures
 - The data is good.
 - We'd like to see more in the way of analysis and discussion of the results.
- Reflective Statement:
 - pretty good. as with the others, just a little more discussion, analysis, summarization is ideally what we're looking for.
- Attachments:
 - Good.

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

Top

Outcome: 4

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

Academic Learning Compact (ALC):

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

Measure: 4.1

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

Students in the broadcast journalism capstone course, RTV 3420C were required to produce a minimum of two stories per week; 8 out of 10 (80%) successfully produced two stories or more for the newscast or website per week for the fall semester. In the spring semester 11 out of 13 (85%) successfully produced two stories or more for the newscast or website per week. Therefore, the target was met as over the year 83% (19 out of 23) met the two story 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:

Results showed a 2% decrease, this does not reflect a significant difference to warrant action at this time.

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

Students in the RTV 3304 were evaluated on their ability to produce broadcast quality news packages. In the spring 8 out of 12 students (67%) were rated 4 or higher on their ability to produce quality news packages. In the fall 9 of 13 students (69%) scored 4 on a 5-point scale on news packages. The total was 68% (17 out of 25) for the year that rated 4 or higher, the target was not met.

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's results show a significant 17% decrease from last year. RTV 3304 Electronic Journalism II had several new requirements of the students which created more rigor and could be the reason for this decrease. As students were required to work with the students in the Knightly News course, more preparation, source accuracy, more editorial critiques which restricted story inclusion into the broadcast.

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).

RTV 3304 Electronic Journalism II had several new requirements of the students which created more rigor and could be the reason for this decrease. As students were required to work with the students in the Knightly News course, more preparation, source accuracy, more editorial critiques which restricted story inclusion into the broadcast.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

DK comments 10/12/2017: Overall the results are presented well. Please change from 'target met' to 'target not met' for outcome 4.2

- Zack's notes 10/23/17
- Measure 4.1:
 - Similar to previous measures
 - Data is good
 - Any additional analysis/discussion would be beneficial
- Measure 4.2:
 - As the reviewer noted, please change the check box from "target met" to "target not met" to accurately reflect the data.
 - Similar comments to previous measures
 - Data is good
 - We'd like to see further discussion/analysis. What are students doing well? In what areas can we create improvement? how might we go about creating improvement, etc.
- Reflective Statement:
 - Okay, Good discussion of what may have lead to decline in results. Was this greater rigor put in place in an effort to create improvement or for other reasons? With a pretty significant decrease in measure 4.2 what might program do going forward to create improvement?

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

Top

Outcome: 5

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

Academic Learning Compact (ALC):

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

Measure: 5.1

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 RESOURCEFULNESS 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

RTV student interns in Broadcast Journalism were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on their ability to demonstrate creativity or resourcefulness in his/her approach to gathering information about a story on a scale from 1-10 (10 being the highest). BJ N=9, 3 were rated 10, 0 were rated 9, 4 were rated 8, 0 were rated 7, 1 was rated 6, 1 were rated 5, 0 were rated 4 or below. The target was not met as 78% were rated 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:

There was only a 1% decrease this year compared to last year's results.

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

RTV student interns in Broadcast Journalism (the only track this measure is used for) were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on their ability to contribute substantially to the product, not just observe or shadow on a scale from 1-10 (10 being the highest). N=9, 4 were rated 10, 1 were rated 9, 3 were rated 8, 0 were rated 7, 0 were rated 6, 1 was rated 5, 0 were rated 4 or below. The

target was met as 89% were rated 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 year's results showed a 2% increase over 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 numbers are consistent enough that we don't want to make any changes at this time but will continue to monitor.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

DK comments 10/12/2017: Thank you for the concise and clear presentation of the results.

- Zack's notes 10/23/17
- Measure 5.1:
 - Similar comments to previous measures
 - The data is good.
 - We would like to see more in the way of analysis/discussion.
- Measure 5.2:
 - Similar comments to previous measures
 - The data is good.
 - We would like to see more in the way of analysis/discussion.
- Reflective Statement:
 - Pretty minimal. We would like to see more.. A summarization of the results for the measures, in what areas are the students doing well, in what areas might we be able to create improvement, etc.
- Attachments:
 - Good

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

Top

Outcome: 6

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

Academic Learning Compact (ALC):

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

Measure: 6.1

Upon completion of an RTV internship, RTV student interns will undergo an independent evaluation by their respective internship supervisors. That evaluation will 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 stu

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established b 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 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 campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
☒ Target not met

RTV student interns were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on the intern's level of e: a scale from 1-10 (10 being the highest). N=52 RTV students, 12 were rated 10, 10 were rated 9, 16 were rated 8, 8 were rated 7, 4 were rated 6, 0 rated 5 was not met as 73% were rated 8 or higher. Looking at granular data 5 out of 25 students (20%) in the production track scored below 8; 6 out of 10 students (8; 3 out of 12 students (25%) in the generalist track scored below 8.

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

- ☒ Yes
☐ No

Review:

- ☐ Revisi

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

This year's result show a 3% increase compared to last year.

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 on an 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 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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
☐ Target not met

RTV student interns were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on their deadline responsibility (being the highest). N=53 RTV students, 18 were rated 10, 15 were rated 9, 10 were rated 8, 6 were rated 7, 1 was rated 6, 2 were rated 5, 1 was rated 4, 0 were rated 3 or lower. Looking at granular data 1 out of 31 students (3%) in the production track scored below 7; 1 out of 10 students (10%) in the Broadcast track scored below 7.

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:

We are pleased that our students scored so well on this measure this year. There was a 5% increase in this critical area of meeting deadlines (92% this year, 87% 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 on an 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

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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
☒ Target not met

RTV student interns were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on the intern's level of initiative (being the highest). N=53 RTV students, 19 were rated 10, 11 were rated 9, 6 were rated 8, 7 were rated 7, 6 were rated 6, 1 was rated 5, 1 was rated 4, 2 were rated 3 or lower. Looking at granular data 8 out of 31 students (26%) in the production track scored below 8; 3 out of 10 students (30%) in the Broadcast track scored below 8; 6 out of 12 students (50%) in the generalist track scored below 8.

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's results of 68% marks a decrease of 7% from last year's 75% on initiative. This is an area of concern as last year's result showed another 7% decrease in this category.

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 (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, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

There seems to be a bit of a trend in "lack of initiative" on our students part according to this measure. We have a re-vamped the class that goes along with the initiative. Also, we are charging all our advisors to discuss the importance of initiative (professionalism, and other assets) in an internship from the onset of meeting their

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

DK comments 10/13/2017: Thank you for the concise and clear presentation of the results.

- Zack's notes 10/23/17
- Measure 6.1:
 - Similar comments to previous measures.
 - The data looks good.
 - We'd like to see further analysis/discussion of the results.
- Measure 6.2:
 - Similar comments to previous measures
 - the data is good.
 - We would like to see further analysis/discussion of the results.
- Measure 6.3:
 - Similar comments to previous measures
 - The data is good.
 - Good job identifying the concern in measure 6.3. It would be great if you could discuss what may be causing the decreases, and some things that the program might do to try to create improvement.
 - We would like to see further analysis/discussion of the results.

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

[Top](#)

Outcome: 7

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

Academic Learning Compact (ALC):

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

Measure: 7.1

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

RTV Production track students were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on the intern's level of expertise in the critical skills areas of PRODUCTION skills (AUDIO, LIGHTING, SCRIPTING, VISUAL COMPOSITION, EDITING, POST-PRODUCTION PROCESS) for the internship on a scale from 1-10 (10 being the highest).

- Visual Composition N=31 students, 5 were rated 10, 9 were rated 9, 6 were rated 8, 10 were rated 7, 1 was rated 6, 0 were rated 5 or below. Total 65%
- Audio N= 30 students, 7 were rated 10, 6 were rated 9, 6 were rated 8, 10 were rated 7, 0 were rated 6 or below. Total 67%
- Lighting N= 28 students, 5 were rated 10, 4 were rated 9, 7 were rated 8, 11 were rated 7, 0 were rated 6, 1 were rated 5, 0 were rated 4 or below. Total 57%
- Post-Production N= 31 students, 9 were rated 10, 13 were rated 9, 6 were rated 8, 3 were rated 7, 0 were rated 6 or below. Total 90%
- Scripting N= 31 students, 5 were rated 10, 8 were rated 9, 12 were rated 8, 4 were rated 7, 1 was rated 6, 1 was rated 5, 0 were rated 4 or below. Total 81%
- Production N= 30 students, 7 were rated 10, 9 were rated 9, 10 were rated 8, 4 were rated 7, 0 were rated 6 or below. Total 87%
- Average across the six skills: Total N= 181, 38 were rated 10, 49 were rated 9, 48 were rated 8, 42 were rated 7, 2 were rated 6, 2 were rated 5, 0 were rated 4 or below. The target was not met as 75% of the students averaged 8 or higher across the six skills for the production track.

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:

As last year 78% of the production track students scored 8 or higher, this year there was 3% decrease as 75% scored 8 or higher.

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

RTV student interns in Production were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on their professional potential on a scale from 1-10 (10 being the highest). N=31, 11 were rated 10, 11 were rated 9, 8 were rated 8, 0 were rated 7, 1 was rated 6, 0 were rated 5 or below. The target was met as 97% of the 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:

This year's results show a marked increase of 21% increase over last year's results. We instituted an online class component to go along with the internship RTV 4941 this past year. It has requirements that help manage both employer and student expectations about skills and knowledge. We think this has made a substantive improvement of the overall internship experience for both students and organizations. This additional coursework includes: four diary entries (to include skills learned, reflection and observations of how their responsibilities impact and affect the organization), two employer checklist of performance expectation that must be completed by the employer and the student together at the beginning and then a mid-point critique for improved productivity), a professional development requirement (they must attend a professional organization meeting within the industry and network with professionals, collecting at least two business cards).

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 instituted an online class component to go along with the internship RTV 4941 this past year. It has requirements that help manage both employer and student expectations about skills and knowledge. We think this has made a substantive improvement of the overall internship experience for both students and organizations. This additional coursework includes: four diary entries (to include skills learned, reflection and observations of how their responsibilities impact and affect the organization), two employer checklist of performance expectation that must be completed by the employer and the student together at the beginning and then a mid-point critique for improved productivity), a professional development requirement (they must attend a professional organization meeting within the industry and network with professionals, collecting at least two business cards). We feel this additional coursework component has improved communication between students and organizations and improved student learning and preparation for entering the job market.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

DK comments 10/13/2017: Thank you for the concise and clear presentation of the results.

- Zack's notes 10/23/17
- Measure 7.1:
 - Great granular/disaggregate data breaking down the scores across all six areas.
 - This would be a prime opportunity to analyze and discuss the strengths and weaknesses since you can compare the six areas. For example, it seems the students struggle most with lighting. There might be a great opportunity for the program to something to help the students improvement in that area. It would be great to discuss those things here.
- Measure 7.2:
 - Typo in the last sentence. It says "...target was not met." but target met is checked above, and the data supports target met.
 - Similar to previous measures
 - Data is good
 - We would like to see more analysis/discussion of the results. In this measure we see a pretty big increase of 21%. It would be great to discuss what might have caused that. If it was something intentional that the program did to try to create improvement then you should tell us. 1) what the program did 2) why it was done 3) when it was done 4) how it affected the results.
- Reflective Statement:
 - Good job explaining what the program did. We would like you to be more specific about how it has helped create improvement. We would also like to know when and why these things were implemented.
 - Some additional summarization, discussion of strengths and weaknesses based on the the good disaggregate data in 7.1, and discussion of anything that the program might do going forward to create further improvement would be great as well.
- Attachments:
 - good.

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

Top

Outcome: 8

Eighty percent of students in the Broadcast Journalism and Production tracks, and fifty per cent of students in the Generalist track, will successfully complete an internship before graduation.

Academic Learning Compact (ALC):

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

Measure: 8.1

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

Of the 64 students that were graduating (40 Production and 24 were Broadcast Journalism) 42 students (29 Production students and 13 Broadcast Journalism) completed internships in these two tracks. As 66% of the students' completed an internship, the target was not met. Granular data (attached rubric) showed the Production track students had the highest average of 73% to complete internship over the spring, summer and fall semesters and Journalist students averaged 54% over the year.

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 85% completed internships compared with 66% this year. As internships are strongly encouraged we were surprised these results are so low. It does make sense that Production students with an average of 73% did complete an internship. We will continue to monitor and look for ways we can increase the numbers of students completing internships.

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

Of the 53 Generalist track students that were graduating 22 students completed internships in 2016. The target was not met as only 42% of Broadcast Generalist student's completed internships. Looking at the granular data (see attached rubric) the highest percentage was during summer when 63% (though there were only 5 graduates) and the lowest percentage was in the fall with only 28% (with the same number of graduates).

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:

Although we still did not meet our target, we are pleased that there was a 4% increase in the number of Generalist track students that completed internships compared 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).

The data reported on internships may not be as accurate a measure as we would like as some may take an internship through experiential learning or may take one for the experience without enrolling for credit. We may need to find a more comprehensive way to report this data. We looked at the graduating senior survey and first destination survey and although they report by academic year they both reported 100% of RTV students completed an internship. We may review this in the upcoming plan.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

DK comments 10/13/2017: Thank you for the concise and clear presentation of the results. It is not clear why the outcome states different criteria for different tracks. Some comments are needed.

- Zack's notes 10/24/17
- Measure 8.1:
 - Similar comments to previous measures.
 - The data is good.
 - We would like to see more analysis/discussion of the results. What may have caused the 19% decline? etc.
- Measure 8.2:
 - Similar comments to previous measures.
 - The data is good.
 - We would like to see more analysis/discussion of the results. What may have caused the 4% improvement? etc.
- Reflective Statement:
 - Good discussion of how you might collect better data.
 - We would like to see a little more. Summarization of the results for the measures, analysis/discussion of causes of the results, what the program has done previously to try to create improvement and if it had any effect, what the program might do goin forward to create improvement, etc.
- Attachments:
 - Good.

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

Mentoring - Coordinator

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

- ☐ Email
☐ Phone
☐ Meetings
☐ From the DRC Review in the IE Assessment Web Application
☐ I received communication, but was not able to connect with my mentor(s)
☒ None prior to the first submission of the 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:

We use a combination of the above methods in RTV4544, the Production Capstone course, RTV2100 Writing for the Electronic Media, and internship supervisor e' audits to see how many students really completed internships.

Examinations/Tests:**Standardized:**

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

Explain EACH item checked above:**Local:**

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

Explain EACH item checked above:**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:

We looked at the graduating senior survey and first destination survey and although they report by academic year they both reported 100% of RTV students co upcoming plan.

Local:

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

Explain EACH item checked above:**Other Survey(s):**

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

Explain EACH item checked above:**Miscellaneous Assessment Methods:**

- ☐ Advisory Board
- ☐ Focus Group

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

Explain EACH item checked above:

Changes to Academic Process:

- ☒ Modify Frequency or Schedule of Course Offerings

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 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: 7 Measure: 1

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

We instituted an online class component to go along with the internship RTV 4941 this past year. It has requirements that help manage both employer and student. This has made a substantive improvement of the overall internship experience for both students and organizations. This additional coursework includes: four direct observations of how their responsibilities impact and affect the organization), two employer checklist of performance expectation that must be completed by the student, then a mid-point critique for improved productivity), a professional development requirement (they must attend a professional organization meeting within the internship), and at least two business cards). We feel this additional coursework component has improved communication between students and organizations and improved student market.

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

RTV Production track students were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on the internship PRODUCTION skills (AUDIO, LIGHTING, SCRIPTING, VISUAL COMPOSITION, EDITING, POST-PRODUCTION PROCESS) for the internship on a scale from 1-10 (1 = lowest, 10 = highest).

- Visual Composition N=31 students, 5 were rated 10, 9 were rated 9, 6 were rated 8, 10 were rated 7, 1 was rated 6, 0 were rated 5 or below. Total 65%
- Audio N= 30 students, 7 were rated 10, 6 were rated 9, 6 were rated 8, 10 were rated 7, 0 were rated 6 or below. Total 67%
- Lighting N= 28 students, 5 were rated 10, 4 were rated 9, 7 were rated 8, 11 were rated 7, 0 were rated 6, 1 were rated 5, 0 were rated 4 or below. Total 50%
- Post-Production N= 31 students, 9 were rated 10, 13 were rated 9, 6 were rated 8, 3 were rated 7, 0 were rated 6 or below. Total 90%
- Scripting N= 31 students, 5 were rated 10, 8 were rated 9, 12 were rated 8, 4 were rated 7, 1 was rated 6, 1 was rated 5, 0 were rated 4 or below. Total 81%
- Production N= 30 students, 7 were rated 10, 9 were rated 9, 10 were rated 8, 4 were rated 7, 0 were rated 6 or below. Total 87%
- Average across the six skills: Total N= 181, 38 were rated 10, 49 were rated 9, 48 were rated 8, 42 were rated 7, 2 were rated 6, 2 were rated 5, 0 were rated 4 or below. Total 87%

students averaged 8 or higher across the six skills for the production track.

- ☒ Make Technology Related Improvements

Is this an implemented or planned change?

- ☒ Implemented Change
☐ Planned Change
☐ Both

Implemented change in current 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 on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How did you bring about a change?

Outcome: 7 Measure: 1

Explain the strategy that you implemented to bring about the change:

We are consistently updating our equipment to keep in line with industry. This helps student learning as industry stays current as well. We have been successful in getting equipment that is utilized in many courses leading students to better preparation for internships. Additionally, we are implementing an e-portfolio requirement in courses of this upcoming expectation.

Describe the data that you collected to assess the change:

RTV Production track students were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on the internship PRODUCTION skills (AUDIO, LIGHTING, SCRIPTING, VISUAL COMPOSITION, EDITING, POST-PRODUCTION PROCESS) for the internship on a scale from 1-10 (1 = lowest, 10 = highest).

- Visual Composition N=31 students, 5 were rated 10, 9 were rated 9, 6 were rated 8, 10 were rated 7, 1 was rated 6, 0 were rated 5 or below. Total 65%
- Audio N= 30 students, 7 were rated 10, 6 were rated 9, 6 were rated 8, 10 were rated 7, 0 were rated 6 or below. Total 67%
- Lighting N= 28 students, 5 were rated 10, 4 were rated 9, 7 were rated 8, 11 were rated 7, 0 were rated 6, 1 were rated 5, 0 were rated 4 or below. Total 50%
- Post-Production N= 31 students, 9 were rated 10, 13 were rated 9, 6 were rated 8, 3 were rated 7, 0 were rated 6 or below. Total 90%
- Scripting N= 31 students, 5 were rated 10, 8 were rated 9, 12 were rated 8, 4 were rated 7, 1 was rated 6, 1 was rated 5, 0 were rated 4 or below. Total 81%
- Production N= 30 students, 7 were rated 10, 9 were rated 9, 10 were rated 8, 4 were rated 7, 0 were rated 6 or below. Total 87%
- Average across the six skills: Total N= 181, 38 were rated 10, 49 were rated 9, 48 were rated 8, 42 were rated 7, 2 were rated 6, 2 were rated 5, 0 were rated 4 or below. Total 87%

students averaged 8 or higher across the six skills for the production track.

Describe Improvement(s):

(If baseline data or no improvement, please explain next steps)

We instituted an online class component to go along with the internship RTV 4941 this past year. It has requirements that help manage both employer and student. This has made a substantive improvement of the overall internship experience for both students and organizations. This additional coursework includes: four diary observations of how their responsibilities impact and affect the organization), two employer checklist of performance expectation that must be completed by the student, then a mid-point critique for improved productivity), a professional development requirement (they must attend a professional organization meeting within the next two business cards). We feel this additional coursework component has improved communication between students and organizations and improved student. Additionally, we are implementing an e-portfolio requirement in the capstone class and advising all students in other courses of this upcoming expectation.

- ☐ 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 made major changes last year to track structure and this year we are focusing on curriculum changes.

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

Implemented change in current 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 on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How did you bring about a change?

Outcome: 3 Measure: 1**Explain the strategy that you implemented to bring about the change:**

We saw a strong 12% increase in this measure which we feel may be a result of some added mandatory workshops for foundational courses that were implemented. We are always striving for excellence in our student's technical skills. It is important we note that although it was an improvement over last year it was slight and in classes which lead up to the internships, division programs, or practicums.

Describe the data that you collected to assess the change:

Students produced a community spotlight project in relation to WUCF-TV and their website. Three producers scored their projects using a 5 point scale (5 being production elements (lighting, audio, videography). In spring 12 out of 12 (100%) received a 3 or higher on all elements; in the fall 5 out of 6, (83%) received 18)met the professional quality production elements; the target was met.

Describe Improvement(s):

(If baseline data or no improvement, please explain next steps)

We are always striving for excellence in our student's technical skills. It is important we note that although it was an improvement over last year it was slight and in classes which lead up to the internships, division programs, or practicums.

- ☐ Add Course
- ☐ Delete Course
- ☒ Other implemented or planned change

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

We instituted an online class component to go along with the internship RTV 4941 this past year. It has requirements that help manage both employer and student. This has made a substantive improvement of the overall internship experience for both students and organizations. This additional coursework includes: four diary observations of how their responsibilities impact and affect the organization), two employer checklist of performance expectation that must be completed by the student, then a mid-point critique for improved productivity), a professional development requirement (they must attend a professional organization meeting within the next two business cards). We feel this additional coursework component has improved communication between students and organizations and improved student. Additionally, we are implementing an e-portfolio requirement in the capstone class and advising all students in other courses of this upcoming expectation.

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

RTV Production track students were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked on the intern PRODUCTION skills (AUDIO, LIGHTING, SCRIPTING, VISUAL COMPOSITION, EDITING, POST-PRODUCTION PROCESS) for the internship on a scale from 1-10 (1 being lowest and 10 being highest).
 • Visual Composition N=31 students, 5 were rated 10, 9 were rated 9, 6 were rated 8, 10 were rated 7, 1 was rated 6, 0 were rated 5 or below. Total 65%
 • Audio N= 30 students, 7 were rated 10, 6 were rated 9, 6 were rated 8, 10 were rated 7, 0 were rated 6 or below. Total 67%
 • Lighting N= 28 students, 5 were rated 10, 4 were rated 9, 7 were rated 8, 11 were rated 7, 0 were rated 6, 1 were rated 5, 0 were rated 4 or below. Total 57%
 • Post-Production N= 31 students, 9 were rated 10, 13 were rated 9, 6 were rated 8, 3 were rated 7, 0 were rated 6 or below. Total 90%
 • Scripting N= 31 students, 5 were rated 10, 8 were rated 9, 12 were rated 8, 4 were rated 7, 1 was rated 6, 1 was rated 5, 0 were rated 4 or below. Total 81%

- Production N= 30 students, 7 were rated 10, 9 were rated 9, 10 were rated 8, 4 were rated 7, 0 were rated 6 or below. Total 87%
- Average across the six skills: Total N= 181, 38 were rated 10, 49 were rated 9, 48 were rated 8, 42 were rated 7, 2 were rated 6, 2 were rated 5, 0 were rated 4 or below. The students averaged 8 or higher across the six skills for the production track.

☐ No Changes to Curriculum

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)

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 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:

The Broadcast Journalism intern supervisors hold those students to a higher standard and expectations. It is interesting also to note that Broadcast Journalism curriculum changes. We now have a mix of students from print, digital and broadcast in the JOURNALISM 2100 as opposed to the RTV 2100 which was exclusively broadcast students). Two changes we have implemented as a result of past assessment was the online internship component that requires additional writing a writing course have improved student writing skills and seem to reflected in these improved results for Generalist and Production students. The Broadcast/Journalism curriculum and with the next plan we are going to begin to phase out these specific measures out regarding those students (JOU).

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

RTV student interns in Broadcast Journalism were evaluated by their internship supervisors via a standardized RTV Internship Evaluation form, and were ranked from 1-10 (10 being the highest). N=11, 1 were rated 10, 2 were rated 9, 2 were rated 8, 2 were rated 7, 3 rated 6, 1 rated 5, 0 were rated 4 or below. The higher.

- ☐ 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).

Practical equipment workshops were added due to lower scores in technical skills in assessment outcome 3 the previous years. These added workshops in videography, lighting, audio, and editing did reflect an improvement in student learning in these technical skills.

Changes in our writing course content led to improved scores in both and Production (12% increase) and Generalist track (19% increase) in measures 1.2 and 1.3 respectively. Both of these tracks take RTV2100 as the foundation writing course. Measure 1.1 showed a decrease have a different writing foundation course, JOU2100 and taught by instructors in that (JOU) discipline. We are taking this as evidence that our additional and revised writing assignments are having a positive impact on student learning in these two tracks, (Production and Generalist). Although we are pleased with the couple of improved results we also did not meet the target in several other areas which keep us carefully monitoring ways to improve our teaching techniques, course assignments, and program in general.

Review Criteria:

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

- ☒ Revision or explanation needed
- ☐ Satisfactory

Review:

DK comments 10/14/2017: Please change from 'target met' to 'target not met' for outcome 4.2 The benchmark for outcome 3 (in particule measure 3.1) could be raised for the next year.

- Zack's notes 10/24/17
- Overall this is a pretty strong report with a lot of potential. Currently it is reated 2-emerging and there are a couple fairly easy revisions needed that will bump the rating up significantly. Additionally, I've left a lot of notes throughout the report that are not required revisions, but are suggestions to make the report stronger should you choose to make those revisions to this report. If not, please mind them for future reports to improve the quality.
- Necessary revisions to raise rating:
 - Measure 1.2: There appears to be a typo in the last sentence. It says "The target of 80% was met..." I think you meant to say "not met"... not

met is indicated in the check box and is reflected in the data. Please correct for consistency.

- Measure 1.3: There seems to be some sort of mix-up with the data. Please revise or clarify the results for this measure. There are two sets of data reported. I'm not sure if this is some kind of comparison to last year or something, but the language is word for word identical. There are only two differences. The data sets are the same, but one says the N=12 and the percentage at target is 86%, and the other says that the N=18 and the percentage on target is 67%. Particularly in the first set of data it says the N=12 but in the breakdown of how many students were rated at each level it lists 18 students. In relation to that I don't see how the data arrives at the 86% at target number reported.
- Measure 2.2: Much like measure 1.3, it appears that there are two sets of data given here. Please revise appropriately to clarify the results.
- Measure 4.2: Please change the check box from "target met" to "target not met" to accurately reflect the data.
- Measure 7.2: Typo in the last sentence. It says "...target was not met." but target met is checked above, and the data supports target met. Please revise.
- Suggested revisions and/or things to mind in future reports:
 - For all measures and reflective statement we would like to see further analysis/discussion of the results. i.e. strengths/weaknesses, what may have caused results, what the program did previously that may have affected results, what the program might do going forward to create improvement etc.
 - In the assessment methods/instruments section, Ideally we want to see all instruments identified and in the explanation we want to see, 1) what instrument is used 2) what measure(s) the instrument is used for 3) what data the instrument is used to collect.
 - In the Implemented/Planned changes section, please see the comments in that section for more detail, but in summary be more specific, clearly distinguish planned changes from implemented changes, and address what, when, why, how, etc.
- Making the necessary revisions should allow us to move the rating from 2-emerging to 5-exemplary.

LG comments 10/31/17: Thank you for making these corrections and clarifications. This is an outstanding assessment report!