



Academic Program Review (APR) Class of 2017-18 Undergraduate Program Self-study Report Template

Program:	Radio-Television
Program Director/Coordinator Name:	Dr. Robert Littlefield
Program Self-study Contact: (if different from above)	Dr. Lindsay Neuberger
Self-study Contact Email:	Lindsay.Neuberger@ucf.edu
Self-study Contact Phone Number:	407-823-5537

Program Overview

Supplemental Information to Inform Reflection

- Summary of programming available online and at locations off the main Orlando campus

1. Provide a hyperlink to the program's mission or state it below. If the program's mission is identical to the department's mission, you may respond by simply saying so. (Note: program mission is a comprehensive statement that describes the purpose(s) of the program, including its main functions, activities, and stakeholders; it is included as a component of the program's institutional effectiveness student learning outcomes assessment plan)

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.

2. Review the data provided by Academic Program Quality identifying the proportion of the program available online and the list of locations off the main Orlando campus where a substantial proportion of the program is offered face-to-face. Discuss any plans for reduction or

expansion of online or off-campus program offerings, if applicable. Note any niche opportunities.

All R-TV courses are taught on the UCF main campus.

SCH Generated by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	SCH	Percent	SCH	Percent
Main Campus (Orlando)	2,888	86.9%	437	13.1%

Sections Taught by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	Sections	Percent	Sections	Percent
Main Campus (Orlando)	53	84.13%	10	15.87%

Data provided to address this topic are separated by CIP code, and thus do not completely represent all NSC courses students in a given program may be taking in their program of study (e.g., Ad/PR, Journalism, and R-TV students all take MMC coded courses). To provide additional context, the general communication undergraduate course online/face-to-face data are provided below. There is a broad offering of online courses available to students in the Nicholson School of Communication, but there are not currently any plans to substantively increase online instruction.

Undergraduate Communication General

SCH Generated by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	SCH	Percent	SCH	Percent
Main Campus (Orlando)	2,735	97.4%	72	2.6%
Web/Video	2,817	70.2%	1,194	29.8%

Sections Taught by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	Sections	Percent	Sections	Percent
Main Campus (Orlando)	24	92.31%	2	7.69%
Web/Video	15	78.95%	4	21.05%

- List competing program(s), particularly those within the State University System of Florida.

Florida Atlantic University (FAU)
Florida International University (FIU)

Both are SUS institutions.

Faculty Overview

Supplemental Information to Inform Reflection

- *Contributing Faculty Activity Worksheet* completed by the department for the review (numeric summary of scholarly/creative works and UG and grad teaching activity by faculty member)
- List of **noteworthy** awards and achievements accomplished by department faculty members since 2013
- List of **significant** professional service activities undertaken by department faculty members since 2013
- department/unit faculty workload policy
- department/unit faculty annual evaluation standards and procedures
- department/unit (or college) promotion and tenure criteria
- department minimum teaching qualifications statement (Discipline Description)
- current faculty CVs
- summary - percent of instruction taught by full-time faculty (by SCH and section)
- summary - percent of undergraduate instruction taught by faculty holding the terminal degree in field (by SCH and section)
- average 9-month faculty salaries by faculty rank, department and college
- link to [Faculty Cluster Initiative website](#)

4. Review the faculty counts and FTE trend data provided by Institutional Knowledge Management and the additional detail provided by the department in the Contributing Faculty Activity Worksheet (CFAW) completed for this review. (Consult with your chair regarding CFAW data collection.) Discuss the degree to which department faculty members have the capacity to meet the program's goals and objectives; address the relative appropriateness of faculty mix to support those undertakings (consider full-time vs. adjunct; academic ranks and tenure status; areas of expertise)

The data below are reflective of all faculty and graduate assistants in the Nicholson School of Communication.

Year	2010		2011		2012		2013		2014		2015		2016	
Communication	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N
Type														
Tenured or Tenure Earning	22	22	21.8	22	22.5	23	22	22	20.5	21	19	19	20	20
Regular Non-Tenure Track	18.2	18	15.8	18	15.2	16	14.7	17	20.7	23	24.9	28	24.4	29
Visiting Non-Tenure Track	4	4	7	7	6	6	4	4	2	2	2	2	3	3
Adjunct	2.36	25	5.36	20	5.06	19	7.04	23	8.25	21	6.15	19	5.69	17
GA/GRA	0.5	1	0.5	1	1.25	3	0.5	1	1	2	.	.	0.5	1
GTA	6.75	13	6.63	14	7	13	6.5	13	6.5	13	7.5	15	7.5	15
Total	53.8	83	57	82	57	80	54.7	80	58.9	82	59.6	83	61.1	85

The R-TV program has five tenured or tenure-track faculty and three additional full-time faculty assigned to the program. Two of the five tenured or tenure earning faculty teach production courses in the broadcast journalism program offered in the Journalism program. Given the number of students enrolled, the number of faculty serving the program is currently sufficient to deliver the courses.

An additional faculty position in production would help bolster the hands-on practical aspects of the program and provide additional support for the broadcast journalism program.

- As it relates to this program, reflect on program faculty retention, mentoring, and advancement.

Retention

An Equitable Load Policy has been implemented to assist with employee retention. This policy assigns course load based on research productivity with all Assistant Professor level faculty automatically assigned a 2-2 teaching load. This provides junior faculty with additional time needed to complete the research and service required to successfully earn promotion and tenure. Additionally, this policy results in a more manageable teaching load for our tenured faculty members as well, with their load being dependent on publications and grant productivity across a three-year rolling average. For example, a tenured faculty member who consistently publishes an average of two double-blind peer reviewed articles a year will remain on a 2-2 teaching load, thus creating a more sustainable environment and also laying the groundwork for successful promotion to full professor.

The annual Faculty Workday and Program meetings (held every August) also help facilitate retention and mentoring within NSC. The Faculty Work Day provides an opportunity for NSC faculty and staff to meet prior to the start of each academic year, welcome new faculty and staff, celebrate successes from the previous year, and introduce upcoming changes.

Additionally, the program specific meetings allow each academic program with an opportunity to discuss opportunities related to curriculum, gather and share information related to assessment, outline goals for the upcoming year, and build community.

Mentoring

All NSC junior faculty participate in the Assistant Professor Excellence Program, focused on mentoring tenure-track faculty on the college and university level. This program, which is a joint venture between the College of Sciences and Faculty Excellence, provide professional development and coaching for assistant professors specifically during their first three years. This formal structured mentoring program matches assistant professors with seasoned faculty members to serve as their mentors meeting once a month and assist them with funding opportunities, promotion and tenure, establishing research, and preparing their annual report. This program often results in meaningful long-term mentorship relationships well beyond the bounds of the program timeline.

The Nicholson School of Communication also has a new mentoring program for faculty during their first year at UCF. This program matches new, incoming faculty members with veteran faculty members within NSC to help with their transition into the School. This mentoring relationship provides new faculty members with an opportunity to develop an informal connection with a more senior colleague that allows them to have a contact for any questions while providing support during their transition.

Advancement

The Nicholson School is committed to the advancement of faculty through progression in rank, accomplishment in the field, movement into administrative roles, and professional development. During the tenure process, tenure earning faculty receive annual feedback from the Promotion and Tenure Committee (all tenured faculty), the Chair, and the Dean of the College of Sciences. Normally this process occurs during the spring semester in accordance with University requirements. Evaluation formats include Cumulative Progress Evaluations (reviewed by tenured faculty, Chair, and Dean) and Annual Performance (Merit) Evaluations (Chair).

Over the past five years, a concerted effort has been made to streamline and clarify tenure and promotion criteria in an attempt to expedite appropriate progression in rank. The Equitable Load Policy has been essential in this process as it provides faculty members more time to focus on the research essential for promotion.

The university has also implemented a new promotion process for instructors and lecturers. Instructors and lecturers can now apply for promotion to associate instructor/lecturer and senior instructor/lecturer levels. Candidates must demonstrate excellence in instruction, a commitment to professional and curricular development, dedication to student advisement or mentoring, and significant service to the school, university, and field. This, paired with the traditional tenure and promotion process for tenure-track faculty, provides a clear advancement structure NSC faculty members.

Additionally, funding to support faculty travel to academic and professional conferences and meetings as well as faculty development institutes and workshops has been ample. This provides an opportunity for faculty to disseminate their work, collaborate with colleagues in the field, and network with academics and professionals.

NSC structure also provides many opportunities for advancement into leadership roles within the school. Faculty members are encouraged to apply for positions as program coordinators, now occurring on a three-year rotating basis. There are also opportunities to represent NSC in Faculty Senate, on college and university committees, and to chair internal NSC working groups. Two new associate director positions have also been created within the past five years to assist the school in addressing emerging opportunities, and also provide faculty with internal administrative advancement opportunities.

6. If there is concern about departmental capacity, provide a future hiring plan that prioritizes needs.

The R-TV program has five tenured or tenure track faculty and three additional full-time faculty assigned to the program. Two of the five tenured faculty also teach production courses offered in the Journalism program. The R-TV program is limited access. Given the number of students enrolled, the number of faculty serving the program is sufficient to deliver the courses. The R-TV program is revising its curriculum to adjust to industry changes and areas of opportunities for students with a degree in R-TV. Adding a faculty position in production would bolster the program and provide additional support for the broadcast journalism program.

Student and Prospect Overview

Supplemental Information to Inform Reflection

- seven-year program trend data provided by Institutional Knowledge Management

7. Review the trend data provided by Institutional Knowledge Management and reflect on upward or downward trends of the program's enrolled majors over the review period. Consider the following in your response:
 - high school GPAs and test scores (e.g., SAT, ACT) of enrolled students
 - mix of full-time and part-time prospective and enrolled students
 - mix of FTIC, community college transfer, other transfer, and non-degree seeking prospects or students

Students in the Radio-TV program have had a slight decrease in SAT scores over time, and most students remain full-time, but there has been an increase in GPA as well as more transfer students entering the program.

From 2010-2016 the average SAT score among students in the Radio-Television BA program varied from 1129.30 in 2010 to 1134.91 in 2013 and decreased slightly in 2016 to 1118.85. The SAT score in 2016 fell below the university undergraduate average of 1165.

Year	N	SAT Composite	Avg. University SAT
2010	115	1129.30	1148
2013	106	1134.91	1163
2016	78	1118.85	1165

From 2010-2016 the average ACT score among students in the Radio-Television BA program varied from 24.16 in 2010 to 24.97 in 2013 and decreased slightly in 2016 to 24.18. The ACT score in 2016 fell below the university undergraduate average of 25.2.

Year	N	ACT Composite	Avg. University ACT
2010	83	24.16	24.2
2013	99	24.97	25
2016	72	24.18	25.2

The average high school GPA for students in this program during the same period increased from 3.689 to 3.949. Curriculum changes in 2014-15 moved students in the Broadcast Journalist track to the Journalism program. Typically, in the past the Broadcast Journalist track was the most popular/competitive track for admission into this limited access program. This curriculum change and reduced headcount may account for lower test scores.

There was a decrease in number of students accepted, so the increase in average GPA may be due to more competition for acceptance into the program allowing for better selection of applicants. The Radio-Television program average HS GPA in 2016 is lower than the university's average of 4.10.

Year	N	HS GPA	Avg. Uni HS GPA
2010	123	3.689	3.69
2013	123	3.824	3.79
2016	89	3.949	4.10

Students enrolled in the R-TV program consistently have been primarily full-time students. During the Fall 2010 semester, 75.99 percent of the students enrolled in the Radio-Television program were enrolled full-time. In 2013, the percentage increased to 78.98 percent, and in 2016, decreased slightly to 75 percent of full-time enrolled students.

Term	Full Time %	Part Time %	Total Enrolled
Fall 2010	75.99%	24.01%	279
Fall 2013	78.98%	21.02%	295
Fall 2016	75.00%	25.00%	208

In Fall 2010, the majority of students enrolled in the Radio-Television program were First Time in College (FTIC) students, comprising 55.20 percent of students and 54.24 percent in 2013. However, in 2016, 46.15 percent of students in the program were FTIC students and

47.60 were transfer students. The majority comprised of transfer students are from local community colleges.

Term	CC Transfer	FTIC	Non-degree	Other transfer	Total enrolled
Fall 2010	41.22%	55.20%	-	3.58%	279
Fall 2013	41.69%	54.24%	-	4.07%	295
Fall 2016	47.60%	46.15%	0.96%	5.29%	208

8. Review program data provided by Institutional Knowledge Management reflecting the following:
 - mix of gender and ethnicity among enrolled students
 - proportion of student racial and ethnic demographics relative to the geographic area
 - proportion of Pell-eligible students relative to the geographic area

The Radio-TV program has consistently had more female students, but student ethnic diversity has increased over time.

The Radio-Television program has consistently attracted female students enrolled than male students. In 2010, the percentage of female students in the program was 59.14%. In 2016, the percentage was 58.17% female and 41.83% male. The predominant ethnic identification among students in the program had been white, accounting for 64.87% in 2010. Over this six-year period the program has become more ethnically diverse, as reflected in the 17.6 % decrease to 47.60% self-identified as white in 2016. The second most represented ethnic identification was Hispanic/Latino, representing 22.22% of students in 2010 with an increase to 31.25% in 2016, followed by Black/African American students who accounted for 6.81% in 2010 and 14.90% in 2016. The percentage of Pell recipients has increased from 27.5 in 2010 to 36% in 2016.

Mix of gender

	Fall 2010	Fall 2013	Fall 2016
Male	114 (40.86%)	115 (38.98%)	87(41.83%)
Female	165 (59.14%)	180 (61.02%)	121 (58.17%)
Total	279 (40.86%)	295 (40.86%)	208 (40.86%)

The predominant ethnic identification among students enrolled in the program has been white, with the second most represented ethnic identification being Hispanic/Latino now accounting for 31.25% of students. The third most represented ethnic identification is Black/African American.

Mix of ethnicity

	Fall 2010	Fall 2013	Fall 2016
American Indian/ Alaska Native	1 (.36%)	-	-
Asian	9 (3.23%)	10 (3.39%)	3 (1.44%)
Black/ African America	19 (6.81%)	29 (9.83%)	31 (14.90%)
Hispanic/ Latino	62 (22.22%)	76 (25.76%)	65 (31.25%)
Multi-racial	-	7 (2.37%)	8 (3.85%)
Native Hawaiian/ Other Pacific Islander	-	1 (.34%)	-

Non-resident Alien	2 (.72%)	5 (1.69%)	1 (.48%)
Not specified	5 (1.79%)	1 (.34%)	1 (.48%)
White	181 (68.47%)	166 (56.27%)	99 (47.60%)
Total	279 (100%)	295 (100%)	208(100%)

The percentage of Pell eligible students has fluctuated slightly in the Radio-TV program ranging from 27.5% in 2010 to 38% in 2013. The most current data indicate 36% of Radio-TV students are Pell eligible.

Pell Eligible R-TV Students

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Pell Recipient	119	27.5 5	152	33.63	171	37.25	175	38.04	179	37.68	137	36.05
Not Pell Recipient	313	72.4 5	300	66.37	288	62.75	285	61.96	296	62.32	243	63.95

Given these data on students and student demographics, evaluate your ability to recruit and retain a diverse student body within your program. Compare your student body to the demographics of the geographic region in which the university is located and, if known, to national norms for this type of program. What plans do you have for the future recruitment and retention of a diverse population of students in your program?

The racial and ethnic demographics in the R-TV program are similar and reflective of the geographical location of Orlando, which is a highly diverse metropolitan area. According to the Statistical Atlas demographics for Orlando include (<https://statisticalatlas.com/place/Florida/Orlando/Race-and-Ethnicity>): 40.50% White; 25.1% Hispanic; 28.6% Black; 3.5% Asian; Mixed 1.6%; and Other .8%. The demographics for the State of Florida are: 57.2% White; 22.2% Hispanic; 16% Black; 2.49% Asian; 1.58% Mixed; and Other .53%.

The Nicholson School of Communication has committed to meeting school and university goals of becoming more inclusive and diverse in its recruitment and retention efforts. The large increase in the percentage of Hispanic/Latino students enrolled in 2016 is reflective of these efforts as well as the local community, state of Florida and to UCF becoming a Hispanic Serving institution.

Recently, a Hispanic/Latino Media Certificate has been created to appeal to those that are interested in the role that Hispanics and Latinos have in the media. Additionally, NSC offers the Knightly Latino course, which produces a weekly Spanish newscast and also provides material for the webcast. There are also student divisions of the National Association of Black Journalists and National Association of Hispanic Journalists organizations that provide a strong network for a diverse group of R-TV and Journalism students.

9. If applicable, provide the program's criteria for admission.

Radio-Television is one of the school's limited access programs and requires a separate application for admission. Applications to the program are accepted three times a year. To be considered for admission applicants must have completed 30 college credits and demonstrated grammar proficiency by earning a "B" grade or higher in the first-year writing and rhetoric courses or passing the grammar proficiency test. The top 60 applicants (prior to the curriculum change) and 40 applicants (since the curriculum change) with the highest GPA who have met the requirements are admitted each application cycle.

In an effort to provide any student who may be disadvantaged by the reliance on overall GPA as the primary determinant of admission, an alternative avenue to gain admission has been implemented. The alternative avenue for admission is referred to as "Reconsideration."

The reconsideration process is designed to give applicants with experience and verifiable potential for success in the R-TV major an opportunity to submit a portfolio which may include samples of previous media work, evidence of extracurricular media activities and letters of recommendation. The following criteria are utilized for the reconsideration application:

1. Completion of a minimum of 30 semester hours of college credit with a minimum overall GPA of 2.25 on a 4.0 scale.
2. Grammar proficiency requirement determined by either a grade of "B" or better in ENC 1101 and ENC 1102 or a satisfactory score on a grammar proficiency examination administered by the university counseling and testing center.
3. Successful completion of RTV 3007 with a grade of "C" or better.
4. Denied admission to the R-TV program under the normal admission process.
5. Has not previously applied under the reconsideration process.

The additional information contained in the student's portfolio is considered in addition to the overall GPA and a committee of the R-TV faculty ranks all reconsideration applicants based on the totality of their admission portfolio. Based on the student's ranking they may be admitted on a space available basis.

10. If applicable, discuss the degree program's state-approved "limited access" or university-approved "restricted access" status. Note the reason(s) why limiting or restricting access to the program remains necessary (undergraduate programs only).

The Radio-Television program is one of the school's limited access programs and requires a separate application for admission. Applications to the program are accepted three times a year. The top previously 60/now 40 applicants with the highest GPA are admitted each application cycle. Access to the program is limited to maintain a high quality of program graduates as well as due to need for smaller sized skills classes, limited number of faculty, lack of available classroom space, equipment needs, and lab space requirements.

11. If the degree program enforces a graduation requirement that requires a GPA higher than the university's 2.0 minimum standard for "good academic standing," please provide the rationale.

N/A

12. Explain any major shifts or challenges faced with regard to enrollments, time-to-degree, degrees awarded. (Consult the trend data provided by Institutional Knowledge Management.)

The Radio-TV program has had a decrease in enrollment as many majors have been shifted to Journalism with the broadcast journalism track.

Headcount	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
R-TV Generalist/ Media Management and Operations	95	92	93	90	97	111	87
R-TV Broadcast Journalism	80	97	101	102	95*	61*	31*
R-TV No Sub Plan	.	.	1	.	1	.	.
R-TV Production	104	99	106	103	102	109	90
	279	288	301	295	295	281	208

*Enrollment in the R-TV Broadcast Journalist track is declining due to the curriculum change in 2014-15 which moved students to the Journalism major. These numbers will continue to decline until all the students that entered under the old catalog graduate. Enrollment in the other two tracks has shown a slight decrease over time and the faculty are currently working on making curriculum changes to update the program.

Average Time to Degree

Recent Type	Academic Year	N	Avg. Years To Degree
Beginner - FTIC	2010-11	59	4.20
	2011-12	45	4.07
	2012-13	62	4.13
	2013-14	45	3.90
	2014-15	62	3.95
	2015-16	57	3.88
	2016-17	48	3.97
FCS Transfer	2010-11	39	2.91

	2011-12	41	2.63
	2012-13	42	2.66
	2013-14	49	2.66
	2014-15	49	2.97
	2015-16	56	2.68
	2016-17	51	3.08
Other Undergrad Transfer	2010-11	6	3.06
	2011-12	2	7.00
	2012-13	1	2.67
	2013-14	5	4.67
	2014-15	4	4.75
	2015-16	6	2.72
	2016-17	8	3.00

The average time-to-degree for students in undergraduate programs varies depending on the student's status: First Time in College (FTIC), Transfer from a Florida Community College, and other undergraduate transfer. In 2010, the average time-to-degree for students in the Radio-Television program was 4.20 for FTIC; 2.91 for Florida Community College transfer; and 3.06 for other undergraduate transfer. In 2013, the average time-to-degree for students in the Radio-Television program was 3.90 for FTIC; 2.66 for Florida Community College transfer; and 4.67 for other undergraduate transfer. In 2016, the average time-to-degree for students in the Radio-Television program was 3.97 for FTIC; 3.08 for Florida Community College transfer; and 3.00 for other undergraduate transfer.

While FTIC student average time-to-degree is decreasing, transfers students average time-to-degree is increasing. The school and the university are aware of this trend and are looking at ways to improve retention and average time to degree for transfer students.

Student Type

	Fall 2010 N	Fall 2010 %	Fall 2013 N	Fall 2013 %	Fall 2016 N	Fall 2016 %
First Time In College	154	55.20	160	54.24	96	46.15
Florida community	115	41.22	123	41.69	99	47.6

college transfer						
Other undergraduate transfer	10	3.58	12	4.07	11	5.29
Post Bacc Degree Seek					2	.96

In the time period from 210-2013 the majority of R-TV students were First time in college at 55.20% and 54.24% respectively. However, in 2016 for the first time the number of FTIC fell below 50% for the first time to %46.15 with a higher percentage of Florida community college transfers at 47.6%.

Degrees Awarded

At that start of this program review cycle, the Radio-Television program had three different tracks that students could select: Broadcast Generalist, Broadcast Journalism, and Production. In the 2010 academic year the Radio-Television program awarded a total of 104 degrees. In the 2013 academic year, the Radio-Television program awarded a total of 99 degrees. In the 2016 academic school year, the Radio-Television program awarded a total of 107 degrees.

	2010-2011	2011-2012	2010-2013	2013-2014	2014-2015	2015-2016	2016-2017
R-TV Generalist/ Media Management and Operations	47	35	43	34	48	50	48
R-TV Broadcast Journalism	23	19	23	26	23	24	20
R-TV Production	34	34	39	39	44	45	39
TOTAL	104	88	105	99	115	119	107

- Describe any specific program efforts to improve student retention, time-to-degree, or degree attainment. Note any interventions for specific populations (e.g., transfer students).

In collaboration with the NSC faculty, Nicholson Academic Student Services Center (NASSC) staff have developed an early warning system to reach out to at-risk students in an attempt to get them back on track before they are put on academic probation. This hands-on approach encourages students to come in for additional advising and provides access to useful resources. Students placed on probation will be called in for a meeting with a NASSC advisor and notified that they must attend mandatory advising sessions and/or workshops in order to improve retention, time-to-degree, and degree attainment. The school is currently working on the development of online modules particularly focused on retaining transfer students and helping them succeed.

In addition, the college advising office also engages in several efforts that supplement the retention, TTD, and degree attainment efforts of this program. See the attached College Addendum.

Program Curriculum Design and Student Learning Outcomes

Supplemental Information to Inform Reflection

- program catalog copy
- program handbooks
- Academic Learning Compacts (*undergraduate programs only*)
- last two years of institutional effectiveness (student learning outcomes) assessment results reports
- upcoming year's institutional effectiveness (student learning outcomes) assessment plan
- selected syllabi (e.g., core courses, representative sample of elective courses)

14. [Click here](#) to review the state-approved lower-level common prerequisites for the degree program. If the degree program is not in compliance, please explain in detail how it will be updated during fall 2017 to bring it into compliance for 2018-19. (undergraduate programs)

As the UCF program has no common prerequisites, the program is in compliance with the state approved common program prerequisite requirements.

15. Provide an overview of the program goals and learner outcomes. Refer to the program's Academic Learning Compacts (available at <http://oeas.ucf.edu/academiclearningcompacts.html>) and institutional effectiveness (student learning outcomes) assessment results and plans (available at <https://www.assessment.ucf.edu/>).

The Radio-Television (R-TV) program provides students with core competencies, specific knowledge and applicable skills to succeed in the demanding careers associated with television and video production, audio production broadcast and production management and operations, sales and promotions, and web-based applications of video and audio content.

The main program goals are that students will be able to

- 1) write proficiently for electronic media in their area,
- 2) speak knowledgeably in business settings appropriate to their career path,
- 3) produce professional quality video, audio, or multimedia projects (production students only),
- 4) analyze news situations and make sound inclusion/emphasis decisions (R-TV broadcast journalism students only),
- 5) write and produce professional level news stories (R-TV Broadcast Journalism students only),
- 6) demonstrate professional characteristics,

- 7) demonstrate professional level skills using R-TV production equipment (production students only), and
- 8) complete internships as appropriate.

16. Reflect on recent student learning outcomes assessment results and evaluate each of the following:

a. extent to which students are achieving planned outcomes

Though the data fluctuate slightly each year and there is always room for improvement, students are largely achieving planned outcomes based on assessment results.

1) Write proficiently for electronic media in their area - Internship supervisors evaluate students written skills and the data suggest students struggle with written communication skills. Additional online training in writing and assigning more full-time faculty to the required writing course have resulted in increased student performance, but more student progress on this outcome is necessary.

2) Speak knowledgeably in business settings appropriate to their career path – Professional verbal communication skills are evaluated by internship supervisors and demonstrate students are able to competently communicate in professional settings.

3) Produce professional quality video, audio, or multimedia projects (production students only) – Senior level student production projects indicate students are producing professional quality products. These assessments are made by a panel of professionals, so meeting this goal is of particular importance for the students.

4) Analyze news situations and make sound inclusion/emphasis decisions (broadcast students only) – Students in broadcast journalism capstone courses have demonstrated the ability to produce stories suitable for inclusion in student media channels, but instructor rubrics have indicated these news packages have room for improvement. This may be due to curriculum enhancements that have increased rigor.

5) Write and produce professional level news stories (broadcast students only) - Student demonstration of creativity and resourcefulness when gathering information on a story, and ability to substantively contribute to projects (not just shadow) are assessed by internship supervisors. Students demonstrate that they are largely prepared to write and produce professional level news stories.

6) Demonstrate professional characteristics – Student organizational skills, deadline responsibility, and professional initiative are assessed by internship supervisors. While there is room to improve based on metrics set by the faculty, the overwhelming majority of students are receiving strong ratings in these areas.

7) Demonstrate professional level skills using R-TV production equipment (production students only) – Student skills are evaluated by internship supervisors and have demonstrated students largely have high quality production skills and strong professional

potential. Delivery of additional online content during internships to clearly communicate professional expectations and encourage employer engagement has had a positive impact.

8) Complete internships as appropriate – The majority of R-TV students complete internships. The percentages fluctuate slightly each year and more production students complete internships than generalist students, but the faculty continue to encourage professional engagement through internship experiences.

- b. how the institutional effectiveness assessment process has resulted in program improvements over the last three years

The assessment process has provided valuable data allowing faculty to identify areas of concern. Many of these areas have been addressed by editing the curriculum to include more production courses and increase course scaffolding. For example, additional content has been added to the online internship course to help focus both students and employers on essential skills. More pre-requisites have also resulted in a meaningful lock-step progression through the curriculum which ensures students are adequately prepared for advanced content.

Additionally, the Generalist track title was changed to Media Management and Operations in order to more accurately reflect course content, student interest, and employer needs.

17. What are the program's milestones? A milestone is a course or activity that needs to be accomplished at a certain point in a student's plan of study. These can be identified as items to be completed by a certain semester (e.g., 2nd fall of enrollment), by a certain level (e.g., junior year), or prior to advancing to a next stage of academic progress (e.g., before admission into a limited access program). Examples of milestone activities include: major or career specific standardized exam(s) (e.g., GKT, Praxis, DAT, MCAT, LSAT, GRE, etc.).

Students begin as R-TV pending and first complete a basic core course (RTV 3007- Development and Structure of Electronic Media and New Technology). Students then select to apply to either the production or media management and operations (formerly generalist) track. At that point, most milestones and progression through the plan of study is based on pre-requisites.

Students in the production track must complete pre-requisites of RTV3531C Single Camera Video Production and Editing and RTV3543C Studio Television Production or RTV3571C Advanced Video Post-Production in order to succeed in an advanced production course such as the R-TV Production Capstone RTV4544 Advanced Studio Production. Most students in the Media Management and Operations track complete a basic production course (RTV 3511 – Production Fundamentals and Aesthetics of Electronic Media) as a pre-requisite before advancing to upper level coursework in the area.

Although internships are not a requirement, it is strongly suggested each student complete two during the course of study. Pre-requisites are necessary to be eligible to register for an internship as to ensure a successful experience for both the employer and student intern. In addition to the above, academic advisers are careful in determining course study for each individual student and how best for them to take courses in a type of "lock step" order.

Program faculty have also recently suggested implementation of a required e-portfolio for all students. This will serve as a culminating experience for students and an important deliverable to be shared with potential employers.

18. Provide the curriculum designed to meet the milestones described above. Please do so by identifying the typical course sequence on a year-by-year basis (e.g., first year courses, second year courses); you may attach a separate document to respond to this question (e.g., program curriculum map).

Plan of Study

Freshman Year - Fall 13 hrs

ENC 1101 Composition I 3 hrs

GEP-Math 3 hrs

GEP 3 hrs

Foreign Language 4 hrs

Freshman Year - Spring 13 hrs

ENC 1102 Composition II 3 hrs

SPC 1608 Fundamentals of Oral Communication 3 hrs

Foreign Language 4 hrs

GEP 3 hrs

Sophomore Year - Fall 15 hrs

GEP 3 hrs

GEP 3 hrs

GEP 3 hrs

GEP 3 hrs

Elective-Minor 3 hrs

Sophomore Year - Spring 15 hrs

Apply for admission by Feb 1

RTV 3007 Development and Structure of Electronic Media and New Technology 3 hrs

GEP 3 hrs

GEP 3 hrs

Elective-outside of NSC 3 hrs

Elective-minor 3 hrs

Junior Year - Fall 15 hrs

If admitted, take...

RTV 3511 Production Fundamentals and Aesthetics of Electronic Media 3 hrs

RTV 2100 Writing for the Electronic Media 3 hrs

MMC 3200 Mass Communication Law 3 hrs

Elective-minor 3 hrs

Elective-outside of NSC 3 hrs

Junior Year - Spring 15 hrs

RTV 4403 Electronic Media, Technology, and Society 3 hrs

MMC 3420 Mass Media Research Methods 3 hrs

Restricted Elective 3 hrs

Restricted Elective 3 hrs

Elective-Minor 3 hrs

Junior Year - Summer 3 hrs

Restricted Elective-Internship 3 hrs

Senior Year - Fall 15 hrs

Restricted Elective 3 hrs

Restricted Elective 3 hrs

Elective-Minor 3 hrs

Elective-outside of NSC 3 hrs

Elective-outside of NSC 3 hrs

Senior Year - Spring 16 hrs

Restricted Elective 3 hrs

Restricted Elective, or

-Elective-Outside of NSC 4 hrs

Elective-Minor 3 hrs

Elective-Minor 3 hrs

Elective-outside of NSC 3 hrs

19. Please evaluate the degree to which the program's course/activity/experiences sequence is appropriate to achieve the program outcomes and student learning objectives.

Program faculty have worked hard to create curricular pathways that ensure student success. In 2015, a representative of academic affairs and the Faculty Center for Teaching and Learning presented an interactive workshop (including curriculum mapping exercise) for program coordinators. The required pre-requisite courses require a lock-step progression through courses that empower students to succeed. Program faculty have engaged in curriculum mapping that outlines key concepts for each course, and identifies if the concepts are introduced, emphasized, or reinforced based on course level. The recent addition of a culminating e-portfolio assignment will also assist in achieving program outcomes and student learning objectives.

20. If applicable, please identify one or more programs in your field offered elsewhere that provide(s) an exemplar curricular model and/or student outcomes to which the program aspires. In addition to providing the names of the institution(s) and program(s), please describe the key attributes of interest and corresponding goals for student engagement, learning outcomes, and/or other achievements.

Arizona State University (B.A. Journalism and Mass Communication: Business Journalism Specialization, Latino Specialization) ACEJMC Accredited

The Cronkite School has a very strong reputation including the best record in the Society of Professional Journalists' national "Mark of Excellence" competition over the past 10 years, and 106 awards at the Broadcast Education Association's Festival of Media Arts in the past six years, the most of any school in the country. The Cronkite School also has state of the art facilities as well as and hands-on sports, business bureaus that produce content for local and regional media outlets.

The Cronkite School's curriculum provides basic foundations for lower level students, then options for students to practice those foundations through a variety of "professional capstones." Undergraduate students are required to take 9 hours (three classes) of capstone experiences, ranging from PR work, data journalism, news service, television/radio newscast production, sports reporting, and visual journalism.

University of Florida (B.S. Telecommunication, ACEJMC Accredited)

The UF College of Journalism and Communications program has a strong reputation, great facilities, and many distinguished alumni. The Jerry David Interactive Media lab contains state of the art workstations, audio, and video editing equipment, and the Innovation News Center contains a super news desk where seven local broadcast and online outlets operated by the College of Journalism and Communications (e.g., WUFT-TV 6, WUFT-FM 89.1, ESPN 850, wuft.org) share space. Students in the UF program are integrated very early into the news production process. While professional staff serve as news managers and editors, students produce the bulk of the content for the affiliates. UF also has Spanish Language news available to students as a co-curricular activity.

Syracuse University (B.S. Television, Radio & Film, B.S. Broadcast & Digital Journalism) ACEJMC Accredited

At the S.I. Newhouse School of Public Communications, broadcast and digital journalism and television, radio and film students have at their disposal two television studios with a master control room as well as considerable field equipment and impressive post-production facilities. The Newhouse School is an Avid and Apple authorized training partner and offers courses that lead to Avid certification. The broadcast newsroom computers use the Associated Press' Electronic News Production System, and students edit digital radio news stories using Audacity. Students engage in a structured curriculum for 2/3 of their time, then have flexibility to take a digital/broadcast news capstone as well as study abroad options. The school has a student run television network, Orange Television Network. Students program and produce content for this 24/7 channel. Students also produce a daily news product through the studios, both online and broadcast on air. Faculty consist of high profile former professionals on tenure and non-tenure earning lines.

Student Engagement

Supplemental Information to Inform Reflection

- representative sample of undergraduate theses (if available electronically)

21. Describe opportunities for students in the program to engage in research and creative activities.

- Collaborative Experiential Research Practicums (CERPs) are experiential learning practicums in which qualified students can enroll to learn about research by participating as part of a research team and research assistants under the direct supervision and direction of a faculty/PI (optional).
- Since the last program review, all NSC programs have started to participate in the Honors in the Major Program in conjunction with the Burnett Honors College. The Honors in the Major program is a prestigious undergraduate research program that is dedicated to helping students identify and produce original and independent research related to their major under the supervision of a faculty member.
- Students can engage in research with faculty members. Undergraduate Research Student Headcounts for Radio-TV over this six-year period total 73. This commonly occurs through the instruction of an independent research or a directed research project. Several faculty members engage in research with undergraduate students.

Academic Plan	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Radio-Television BA	8	12	6	16	17	10
Radio-Television Pending	.	1	1	2	.	.

- NSC in partnership with WUCF has shared a position for a full-time faculty or staff member for the past few years. This partnership provides an opportunity for student to do internships and work on creative projects such as the development and production of multiple vignettes.
- Students have been involved with the filming and production of short films and documentaries with instructors. There is an internal NSC Video Competition as well as many local film festivals.
- Students also gain relevant experience through participation in Knightly News, Knightly Latino, and other student run shows such as Hitting the Field, ToKnight's the Night, and Beyond the Credits, eKnights and/or projects for webcast or NSM Today.
- The Clay Newbill Shark Tank Internship is a selective and highly competitive program. The internship supports experiential-academic learning opportunities for selected undergraduate students, who will gain practical skills with leading industry professionals in Los Angeles, California. Students will have the opportunity to work on SHARK TANK, the Emmy winning network reality show produced by UCF Alumnus Clay Newbill. Students may also apply for the Clay Newbill Internship Scholarship (\$12,500).
- Students also have the opportunity to do research and creative activities in their internships.

22. Describe any student internship opportunities and indicate if they are required or optional. If optional, discuss participation rates.

Internships are not required for students in the Radio - Television program, but are strongly encouraged. Internships must be approved by faculty, and are not granted until the student completes the coursework appropriate to the internship experience. This usually means sometime during the students late junior or senior year of enrollment. Internships are available at a variety of broadcast and non-broadcast entities in the Orlando/Central Florida area. Students residing outside the Orlando area may apply for summer internships in their area, state or country of residence with faculty approval.

Participation Rates for students enrolled through NSC in an R-TV internship approved by a faculty member and Program Coordinator are listed in the table below:

Spring 2013	28
Summer 2013	29
Fall 2013	25
Spring 2014	20
Summer 2014	35
Fall 2014	24
Spring 2015	23
Summer 2015	9
Fall 2015	24
Spring 2016	28
Summer 2016	17
Fall 2016	17
Spring 2017	29

Internship participation has been increasing from 74 students participating in 2013-14 to 82 in 2015-16. After the Broadcast Journalism track was moved, the numbers dropped (expected as total enrollment number in the major declined as a result) to 62 R-TV students for 2015-16 and 63 students for 2016-17 for the remaining two tracks (Production and Generalist). As faculty continue to encourage internship participation, it is expected these numbers will continue to grow.

Experiential Learning Student Headcounts by Plan and Academic Year (Includes Clinical, Internship, Co-op, and Practicum courses)							
Academic Plan	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Radio-Television BA	88	85	103	101	96	94	72
Radio-Television Pend.	6	2	1	4	1	3	2

The data in the table above reflects all high impact practices students may enroll in (including internships enrolled through NSC, Office of Experiential Learning, and Practicum).

23. Describe any other engagement activities available to students in the program (e.g., co-op, service learning, and study abroad) and indicate if they are required or optional. If optional, discuss participation rates.

- Students have the opportunity (optional) to participate in NSC's global communication studies initiative as a reciprocal exchange student for a semester at Jonkoping University, Sweden; University of Canberra, Australia; IE Universidad or Universidad San Jorge, Spain and in Bournemouth University in the UK. They may also participate in a study abroad program at Salzburg College, Austria. In addition, there are opportunities for students to study abroad in short-term faculty led programs that are available through NSC or the Office of International Studies.

Since 2010, the R-TV program has had 16 students study abroad for a semester (5 at Bournemouth University, 1 at IE Universidad, 5 at Jonkoping University, 2 at Salzburg College and 3 at University of Canberra) and 2 others participate in an NSC short-term faculty-led program. Data are not available on those that may have participated in programs outside of NSC. Increased study abroad participation is a program and school goal.

- WNSC – (optional) Radio - Television students manage and staff WNSC, a 24/7 radio station broadcast over closed-circuit campus cable on channel 21 and online at wnsc.ucf.edu. Students gain hands-on experience with radio equipment, learn digital audio editing, and come to understand what is involved in managing a fully operational radio station, all while providing informational and entertaining content to their fellow UCF students and the world.
- Radio Television Digital News Association (RTDNA) – is a national, professional association serving the electronic news profession. NSC has an active student chapter (optional) that meets once a month to discuss issues (such as freedom of speech), and sponsors workshops with professionals (writing or shooting for TV, finding a job). This opportunity is open to all students but focuses on Broadcast/Electronic Journalism and R-TV majors.
- There is a student chapter of the National Broadcasting Society (NBS). NBS has four officers and numerous members. Each year 8-10 NBS student members go to the national convention to network with other university chapters and industry professionals with panel discussions and workshops. UCF NBS students have also won several awards in the last three years with five (5) first place awards (1 in 2015, 1 in 2016, and 3 in 2017)

Student Accomplishments and Satisfaction

Supplemental Information to Inform Reflection

- Graduating Senior Survey results (last three years)
- First Destination Survey results (last three years)

24. If applicable, provide licensure pass rates for 2014-15 through 2016-17. Include the total number of students attempting the exam and the total number who pass.

N/A

25. Does the unit or program currently collect any of the following information regarding program graduates? If so, please provide recent data in that regard and incorporate appropriate reflection.

- Job placement rates and employer information
- Employer satisfaction
- Graduate school placement and caliber of graduate schools

While data collection at the program, school and university level is still improving, there is some data regarding job and graduate school placement from a number of sources.

Strong relationships with alumni indicate students who are committed to working in the field are successful in finding jobs. A recent 2017 NSC alumni survey indicated 81.4% of the Radio-TV respondents (N=182) had full-time employment while 11.5% were part-time, and only 2.7% looking for work. Alumni are working in some of the following organizations: The Golf Channel, NBC Universal Los Angeles and Orlando, Adrenaline Films, Skystorm Productions, Hard Rock Live, WETM-TV, Apex Broadcasting (FT) & Beachcomber, WFTV/WRDQ, WCSC-TV, WSJV, WCAV-TV, Mercy Ships, WBBH-TV, Sports Radio 560 WQAM, WRBL-TV, WBOY-TV, WDEF-TV, WFTV Channel 9, WKMG-TV, 98.9 WMMO, ABC Television, WRDW-TV, AIN.tv.com, KTVX, WESH-TV, CBS, Voice of Russia, CFNews13, Syracuse University, WLKY-TV CBS, WABC-TV, WPBF, KSWB-TV, National Wildlife Federation, WFXT Fox 25, WSVN-TV, WJXT-TV, and WABI-TV.

Data below are from the First Destination Survey administered to all students upon graduation. Most students do seek full-time employment upon graduation.

1. Please select the statement which MOST CLOSELY describes your PRIMARY plan IMMEDIATELY after graduation.	2013-14		2014-15		2015-16	
	R-TV		R-TV		R-TV	
	count	col %	count	col %	count	col %
Seeking full-time or part-time employment	76	91.50%	88	88.8%	91	90.00%
Attending graduate or professional school	2	2.40%	4	4.0%	5	4.90%
Military Service	.	0.00%	1	1.0%	1	0.90%
Volunteering	.	0.00%	0			
Starting or raising a family	.	0.00%	0			
Taking time off	5	6.00%	6	6.0%	4	
Total	83	100.00%	99	100.0%	101	3.90%

To add more context, a recent 2017 NSC alumni survey indicated 12.6% of the R-TV respondents attended graduate school – mostly earning MAs, but also doctorates and MBA, MS, and JD degrees. Most alumni attend graduate school at UCF, but many attend other institutions such as the University of Florida, Rollins College, University of Miami, New York University, and Northwestern University. The most frequently enrolled graduate programs are in communication, business, education, law, and management.

According to the first destination survey (question2) the number of students that are working in a position they plan to continue after graduation has increased 4 percent over this three-year period to 27.40 percent. Therefore, in 2015-16 50 percent of the students graduating reported either they were accepting a position to begin in the coming months or working in a position they plan to continue after graduation.

2. Which statement best describes your CURRENT (at graduation from UCF) employment status?	2013-14		2014-15		2015-16	
	R-TV		R-TV		R-TV	
	count	col %	count	col %	count	col %
Have accepted a position to begin in the coming months (including residency and internship positions)	14	18.40%	12	13.6%	12	13.10%
Working in a position I plan to continue after graduation	17	22.30%	24	27.2%	25	27.40%
Have been offered a position or multiple positions, but declined offers and still searching for preferred position	1	1.30%	0			
Considering one or more offers	5	6.50%	5	5.6%	6	6.50%
Searching or waiting on offers	26	34.20%	31	35.2%	34	37.30%
Will begin searching for a position in the coming months	13	17.10%	16	18.1%	14	15.30%
Total	76	100.00%	88	100.0%	91	100.00%

The data also indicate most students are working full time and are not self-employed.

3. Is the job or internship a full-time position? (30-40 hours a week)?	2013-14		2014-15		2015-16	
	R-TV		R-TV		R-TV	
	count	col %	count	col %	count	col %
Yes	17	60.70%	24	66.6%	21	60.00%
No	11	39.20%	12	33.3%	14	40.00%
Total	28	100.00%	36	100.0%	35	100.00%

4. Are you self-employed?	2013-14		2014-15		2015-16	
	R-TV		R-TV		R-TV	
	count	col %	count	col %	count	col %
Yes	1	3.70%	3	8.5%	6	18.10%
No	26	96.20%	32	91.4%	27	81.80%
Total	27	100.00%	35	100.0%	33	100.00%

26. Provide a brief summary of student accomplishments during the review period in the following areas:

a. awards at the national, regional, state, university and college levels

Radio-TV students win awards and gain recognition in many areas – selected examples are included below:

Awards during the 2016-2017 academic year:

- NSC students Tricia Connelly and Tiffany Gentry received the Regional Emmy awards of excellence from the National Academy of Television Arts & Sciences. This prestigious award is given for excellent work in television. (Regional)
- National Broadcasting Society (NBS) first place winners in the on-the-spot competition. (National)
- National Broadcasting Society (NBS) first place winners in the new package competition. (National)
- National Broadcasting Society (NBS) first place winners in the Instagram video competition. (National)

Awards during the 2015-2016 academic year:

- NSC students Ivan Jimenez, Anastasia Pavlinskaya, Michelle Matarazzo, Priscilla Peralta, and Aric Noblitt earned 1st place for their feature story entitled “On the Spot” by the National Broadcasting Society at the National Conference in Burbank, CA. (National)
- Steven Yalowitz, Miladin Balos, and Gilbert Pierola were recognized as Red Bull Contiki Travel Ambassadors, as they competed as one of 149 groups of college students from around the world who raced around Europe as part of Red Bull’s “Can You Make It” campaign. (National)
- National Broadcasting Society (NBS) first place winners in the on-the-spot competition. (National)

Awards during the 2014-2015 academic year:

- NSC students Erika Ueno and Robert Bonini received National attention for their film segment entitled “Untarnished Veteran.” The received this recognition from WUCF TV and picked up by TV stations in New York and California. (National)
- NSC student Christina Astore published an article on Buzzfeed entitled “14 Things Only Comm and Media Students Understand” to a national audience. (National)
- National Broadcasting Society (NBS) first place winners in the on-the-spot competition. (National)

Awards during the 2013-2014 academic year:

- NSC student Anna-Michelle Lavandier was awarded the Florida Association of Broadcasters Scholarship. This scholarship is awarded to broadcast students that demonstrate financial need and commitment to the field. Lavandier was awarded the scholarship by the Florida Association of Broadcasters (State)
- NSC student Devan Coffaro was awarded the prestigious Florida Outdoor Writer Scholarship. (State)
- Kaitlyn Chana was selected for the East Coast NBC Internships to work on the “Today Show.” This was a highly competitive internship, as 10,000 people applied.

- b. significant scholarly and creative works and activities completed outside of regular classroom activity (e.g., publications, presentations, performances) - include the nature of the activity and the venue and note whether the activities were refereed or juried

Scholarly or creative works and activities –Presentations NSC student-faculty collaboration:

- **Top Paper Award, Research Division** Kinnally, W., Miller, A., Montano, A., Robinson, A., Schuler, J., Atwell, L. (2015, April). Media journaling: A comparison of qualitative approaches to media diary reporting. Paper presented at the meeting of the Broadcast Educators Association Conference.
- In late 2016 all NSC undergraduate programs decided to participate in the Honors in the Major Program in conjunction with the Burnett Honors College. Enrollment began in summer 2017 and efforts are underway to recruit more students for the program.

Creative Activities

- In 2014, eKnights, a website that allowed R-TV students to gain exposure for their projects, was launched.
- The Knightly News crew received the Associated Press’ Best College Newscast Runners-Up Award in 2014.

- c. other noteworthy student accomplishments

Eleven R-TV students were selected and participated in the Clay Newbill Shark Tank Internship program from 2013-2016. The internship supports experiential-academic learning opportunities for selected undergraduate students, who gain practical skills with leading industry professionals in Los Angeles, California. Students have the opportunity to work on SHARK TANK, the Emmy winning network reality show produced by UCF Alumnus Clay Newbill. Ten of those students also received the Clay Newbill Internship Scholarship with the generous support of distinguished alumnus, Clay Newbill.

27. Reflect on student perceptions of program quality based on appropriate data sources (e.g., institutional effectiveness assessment results, Graduating Senior Survey results, First Destination Survey results, alumni survey data).

The University of Central Florida requires all students with senior standing to complete a survey prior to graduating. The survey addresses many facets of the university experience including questions specific to the student's major program of study to assess perceptions of program quality. Of seniors graduating from the Radio-Television program surveyed in the 2012 academic school year, 20.4 percent rated their overall experience "good," while 35.4 percent rated it "very good," and 37.6 percent rated it "excellent." Of graduating seniors surveyed in the 2015 academic school year, 25.2 percent rated their overall experience "good," while 31.5 percent rated it "very good," 35.7 percent rated their experience "excellent." The overall positive ratings for the program remained relatively consistent with a rating of 93.4 percent 2012 academic school year, and an overall positive ratings for the 2015-16 academic school year of 92.4 percent. The data are provided below.

Question 1. In general, how would you rate your overall experience in the UCF Radio-Television program?

	2012-2013	2013-2014	2014-2015	2015-2016
Excellent	37.6%	38.7%	29.0%	35.7%
Very Good	35.4%	37.6%	36.0%	31.5%
Good	20.4%	21.5%	29.0%	25.2%
Fair	5.3%	1.0%	3.4%	6.3%
Poor	1.0%	1.0%	2.3%	1.0%

A recent 2017 NSC alumni survey indicated Radio-TV alumni (N=182) felt satisfied with their education M= 4.39 (1.01), prepared for the workforce M=4.13 (1.09), and overall had a positive experience in the Nicholson School of Communication M=4.48 (0.76). These items were measured on five point scales with five indicating high levels of satisfaction and preparedness.

Alumni also reported their core R-TV courses, internships, and faculty relationships were most helpful in preparing them for their careers: general education: M=2.98 (1.17), R-TV core: M=4.29 (.89), electives: M=4.01 (.98), internship: M=4.36 (1.10), outside NSC classes: M=3.39 (1.03), faculty mentorship: M=4.14 (1.14). These data suggest alumni feel strongly satisfied with their educational experience and found program curriculum to be impactful.

*Note: M=X.XX (X.XX) indicates mean and standard deviation for each item.

SWOT Analysis and Planning

28. List program strengths.

- Technologically advanced equipment and adequate funding for new equipment and technology keep program and course offerings relevant in the industry.
- Studio, staff, facilities, and program excellence.
- Required student portfolio allows graduates to showcase skills and increases job competitiveness.
- Program has high employability potential.
- Multi-cam production is a highly specialized course offered by few universities and a recruiting tool to potential students.
- Program has a high profile within the university.
- Student output "shows" such as the Knightly News, Hitting the Field, ToKnight's the Night, and Beyond the Credits provide relevant experience to students.
- Facility and studio production capabilities are up to industry standards and allow for high quality production outputs.
- Experienced faculty and adjuncts provide high-quality instruction to students.
- Professional partnerships among community organizations increase student opportunity.
- Stringent admission standards recruit a high-quality applicant pool.
- Small enrollment allows for greater learning opportunities and personal attention to individual students.
- The program has a strong, stable curriculum and course offerings.

29. List program weaknesses.

- There is a lack of consistency between some course sections.
- Critical thinking skills are not properly developed among students.
- Few students are participating in undergraduate thesis and research activities such as honors in major.
- Limited number of undergraduates continuing their education through graduate studies with the university.
- Budget cuts to program prohibit growth efforts and quality sustainment.
- Support for professional development on the instructor level is limited. The unbalanced student to teacher ratio limits teaching abilities.

30. List program barriers, threats, and unique vulnerabilities (e.g., loss of one faculty member may result in inability to offer program).

- Loss of the instructor for a directing course has limited the ability to offer that course in the last two years.
- Program faculty are currently developing a new curriculum which may require a new hire and this will present a challenge if there is no budget to accommodate it.
- Separation from NSC colleagues moving downtown.

31. Discuss potential opportunities in the following areas:

a. actions to improve program quality

Program faculty are currently engaged in curriculum revision focused on increased course scaffolding and mandated e-portfolios. Curriculum redesign has the potential to improve program quality. Additionally, getting more students involved in Honors in the Major thesis projects, delivering more practical workshops on skills outside of class (e.g., camera work, editing, lighting), and continued technology fee proposals for additional equipment will all have positive impacts.

b. new ventures to increase demand or improve competitiveness (e.g., internal or external partnership opportunities)

There have been meaningful progress related to outreach activities especially with the Hispanic Initiative. More than 30 high school students from Miami visited in spring of '17 for a workshop which included the viewing the taping of the "Knightly News" program and a Q & A session afterward. Additionally, some faculty members are involved in various local high school activities such as acting as a judge for video festivals and more.

The program also maintains an important partnership with WUCF TV as an NSC faculty member shares his time 50/50 between the station and NSC. In doing so this individual recruits interns for the station and has started a completely student-run production which airs on the PBS affiliate in nine counties around Central Florida.

c. actions to achieve productivity gains (e.g., recruitment, non-traditional instructional delivery systems)

In preparation of the relocation to the downtown campus, restructuring of the curriculum and looking at new delivery platforms, such as classes which meet at an industry location are being discussed. Utilizing the latest technology (the fly pack, multi-camera field package) in more classes and external projects and opportunities. This also provides visibility within the community for potential recruitment purposes.

d. actions to improve efficiency and reduce cost

The program will continue to develop technology fee proposals which consistently provide supplemental funds to the budget for equipment purchases. This helps keep the program 'state of the industry' current.

e. other opportunities not addressed above

N/A

32. Provide any benchmark data collected during the review period, if applicable (e.g., using Academic Analytics), and a list of up to five university's the program would like to be benchmarked against.

N/A

33. Articulate key program goals and initiatives moving forward. Note how the program review consultants can help in this regard.

Main program goals revolve around evolving curriculum, increasing collaboration, preparing for downtown, garnering more awards, and ensuring students are well prepared for careers in the field. First, program faculty are engaged in meaningful curriculum revision to help reflect emerging needs to ensure students are learning innovative new skills and techniques. Furthering partnerships with industry as well as other academic units (e.g., digital media) is essential, especially as the program looks toward a move downtown. Awards create energy among students and faculty and also increase program visibility. The main program goal has been and continues to be to ensure students have a robust learning experience during their time in the Nicholson School and are well prepared to enter the workforce as productive employees and members of society.

It would be helpful for program review consultants to look for opportunities not already articulated in this document and provide potential strategies to help reach program goals.

Other (Optional)

34. If necessary, please use the space below to provide any information not addressed elsewhere in the self-study that you think important to inform the review of this program.

N/A

Undergraduate Program Self-Study Addendum

Instructions: The following questions **will not apply to all programs**. Please respond to the items that do apply to the program addressed in this self-study and insert “not applicable” to those that do not.

1. If the program has received authorization by the Florida Board of Governors to exceed the 120 credit hour maximum for a baccalaureate degree program, please articulate the rationale for the additional hours required and affirm whether or not those hours remain necessary.

N/A

2. Describe any combination programs (e.g., accelerated, dual, or joint degree programs) in which the program participates with external higher education partners. Provide a summary of enrollments spanning 2014-15 – 2016-17. Identify the target population, rationale for the program, and reflect on its relative success to date.

N/A

3. Describe any interdisciplinary and/or international aspects of the program. Consider the following:
 - a. interdisciplinary partnerships (internal or external)
 - b. faculty cluster participation
 - c. centers or institutes affiliations
 - d. curricular aspects

Students have the opportunity to participate in NSC’s global communication studies initiative as reciprocal exchange students for a semester at Jonkoping University, Sweden; University of Canberra, Australia; IE Universidad or Universidad San Jorge, Spain and in Bournemouth University in the UK. They may also participate in a study abroad program at Salzburg College, Austria. In addition, there are opportunities for students to study abroad in short-term faculty led programs that are available through NSC (e.g., Italy, Cuba, Ecuador) or the Office of International Studies

4. Please provide the composition of any program and advisory boards, including member affiliations.

NSC’s Advisory Board is comprised of a geographically and professionally diverse cross-section of alumni, friends, and professionals selected for their ability to provide advice to the director on how to strengthen teaching, scholarship, and service at the Nicholson School of Communication. Membership on the board is recognized as both a privilege and an

opportunity for significant service to the school. NSC pledges to treat board members with respect, professional courtesy and graciousness, recognizing the contribution of service and resources that they are providing to the school.

Membership on the NSC Advisory Board is by invitation of the director of the Nicholson School of Communication and is non-compensated. Out of pocket expenses associated with membership and/or participation including travel and transportation, accommodations and other incurred personal expenses are to be borne by the individual member and/or their employer (by arrangement). Members who reside more than 50 miles away from the UCF Orlando campus may request assistance with travel costs for attending the annual Advisory Board meeting in advance of making travel arrangements. Reimbursement of any such expenses requires prior approval. With prior approval and advance notice NSC may also, at its discretion, pay for specific events, services and programs related to the work of the board. NSC shall create and maintain a list of active board members and officers. Continuation of board membership is contingent upon consistent active member status. Periodically, the NSC director shall review board membership and invite new board members to replace inactive members.

Below is a list of all of the members on the advisory board:

- Julie Anderson – Senior Vice President at Tribune Interactive, Tribune Company
- Shawn Bartelt – Vice President and General Manager, WFTV-TV
- Cindy Barth – Editor, Orlando Business Journal
- Lisa Cianci – Local News Editor, Orlando Sentinel
- Jay Coffin – Editor, GolfChannel.com
- Peter Cranis – Vice President of Global Marketing, Visit Orlando
- Shelby Curry – Internal Communication Manager, Walt Disney World Resort
- Linda Ferrell – Professor, Anderson School of Management, University of New Mexico
- O.C. Ferrell – Professor, Anderson School of Management, University of New Mexico
- Jorge Friguls – Director of News Operations, Entravision Communication
- Michael Griffin – Vice President of Public Affairs, Florida Hospital
- Heissam I’m in. Jebailey – Managing Partner, Jebden Management
- Heather Kelly – Senior Communication Manager, Missions Systems and Training, Lockheed Martin
- Marc Ladin – Chief Marketing Officer, Tiger Text
- Lee Lerner – Editor and Publisher, Sunny Day News
- John Mahony – Chief Operating Officer, Kavaliro Staffing Company
- Lisa A. Malone – Former Director of Public Affairs, NASA Kennedy Space Center and NSC Kennedy Space Center Liaison
- Clay McMillan – Owner, CMI Production Services
- David Miller – Director of digital Media, National Oceanic and Atmospheric Administration

- Donna Mirus Bates – Senior Vice President of Marketing Communication & Content Development, Universal Orlando Resort
- Clay Newbill – President and Executive Producer, 310 Entertainment
- Anthony J. Nicholson – Benefactor, Nicholson School of Communication
- Sonja Nicholson – Benefactor, Nicholson School of Communication
- Samantha O’Lenick – Executive Director, Corporate Communication & Community Partnerships, Fl. Hospital
- Sean Perry – Founding Partner, aXis Magazine / aXis Productions & Events
- Sal Paolantonio – National Correspondent, ESPN
- Roger Pynn – President, Curley & Pynn Public Relations
- Barry Ragsdale – Litigator, Sirote & Permutt, P.C.
- Amy Rettig – Senior Vice President, Public Affairs at Nielsen
- Jeff Robertson – Chief Executive Officer, Chinese Agape Foundation
- Judge Jose R. Rodriguez – Ninth Judicial Circuit Court of Florida, Juvenile Division
- Dan Ward – Vice President and Partner, Curley & Pynn Public Relations