

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Mass Communication BA - Broadcasting

As of: 11/01/2016 03:04 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 2: Intern evaluation by community supervisors

Graduating seniors demonstrate skills and abilities needed for entry-level work in advertising professions, as judged by internship supervisors.

Related Measures

M 2: Interns' collective GPA from supervisors' evaluation forms

Broadcasting professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms.

Source of Evidence: Field work, internship, or teaching evaluation

Target:

The department expects 75% of students to score at least a "C" average on the internship evaluations.

Finding (2015-2016) - Target: Met

Ten broadcasting students completed internships in the Spring 2016 semester. On a scale from 1 (poor) to 5 (excellent) seven of the students received a rating of 5, two received a rating of 4, and one's performance was not evaluated overall, but the internship supervisor recommended a grade of B. The average grades for the top 75% of the students is 4.87 out of 5, corresponding to a 97.5%, or a solid A.

Related Action Plans (by Established cycle, then alpha):

Revise target

The broadcasting faculty will meet next semester to revise the target upward.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Interns' collective GPA from supervisors' evaluation forms | **Outcome/Objective:** Intern evaluation by community supervisors

Improve specific skills

The broadcasting faculty will meet in Fall 2015 to identify specific skills where our students might require further improvement.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Interns' collective GPA from supervisors' evaluation forms | **Outcome/Objective:** Intern evaluation by community supervisors

Maintain course and develop relationships

The satisfactory performance suggests that we maintain the current activities and requirements in regards to internships. In addition, the class will be further improved by strengthening relationships with current entities which offer internships and by establishing new relationships. Some improvements will be made to the class mechanics. For example, the current system used to evaluate both the interns and the internships uses paper documents. This system will be moved online.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Interns' collective GPA from supervisors' evaluation forms | **Outcome/Objective:** Intern evaluation by community supervisors

SLO 3: Production techniques

Graduating seniors should have the ability to demonstrate their production abilities by building specialized portfolios that reflect their ability to apply the knowledge obtained in the program.

Related Measures

M 3: Portfolio assessment

As students complete their upper-division classes in the curriculum, they prepare for two senior-level experiences: their internship and the capstone course, CMCN 469 Digital Media Production. At this point students in Mass Communication/Broadcasting have already been compiling audio and video content for production classes in field videography, TV studio, broadcast newswriting, and audio production. Thus, the final course in the sequence, CMCN 469, combines these prior experiences and directs students' focus toward a portfolio production that is evaluated by the Mass Communication/Broadcasting board of advisors.

As a measure of students's production competencies, these media professionals apply a rubric that evaluated the student's portfolio on multiple dimensions of quality and competency including pre-production preparation, script preparation, and post-production skills.

Source of Evidence: Portfolio, showing skill development or best work

Target:

Mass Communication/Broadcasting students are expected to achieve at least 80% or at least a "B" on their portfolio reviews, which we gauge to be at least 3.2 on a 4.0 scale.

Finding (2015-2016) - Target: Not Reported This Cycle

Portfolio data was not analyzed for the Spring 16 semester.

Related Action Plans (by Established cycle, then alpha):**Move portfolio evaluation process online**

This past year, we upgraded our post-production facility with 30 new computers and Final Cut Pro X editing software. This should have a large impact as often the previous programs would not function properly, making editing a huge challenge. Additionally, continued inclusion of technical elements in the production courses is crucial. The Broadcast sequence has also discussed additional reviewers to be approached in the future, so it is not as much of a struggle to get the evaluations returned. One step already taken for the past two years has been to put the portfolios online, so that the reviewers can simply follow a link and review on their own time.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio assessment | **Outcome/Objective:**
Production techniques

Resume portfolio reviews

Resume the portfolio reviews next spring.

Have the Spring 2014 portfolios evaluated by professionals.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio assessment | **Outcome/Objective:**
Production techniques

Improve measurement

In 2014-2015 and continuing for next evaluation cycles a new professor was assigned to the capstone experience in Mass Communication/Broadcasting and produced a wider assessment of both student work and judging evaluations. Five seasoned professionals in broadcasting were recruited to judge the more recent work equipped with a new evaluation score sheet. We will also continue to use multiple judges in the next evaluation cycles.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio assessment | **Outcome/Objective:**
Production techniques

Collect portfolio data more consistently

Refine the portfolio review procedures so that we collect data

consistently, at least one semester each academic year.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio assessment | **Outcome/Objective:**
Production techniques

SLO 4: Writing and AP Style

Students should write correctly and clearly in forms and styles appropriate for broadcasting professions and audiences.

Related Measures

M 4: Writing, Editing and AP style exam

Students will be given a standard grammar/spelling/punctuation Associated Press style pre-post test during the newswriting course (CMCN 212), which is mandatory. The pre-test is used for benchmarking purposes. The results of the post-test, which reflect students' writing skills at the end of the class will constitute the usable data for this measure.

Source of Evidence: Standardized test of subject matter knowledge

Target:

At least 75% of the students must average at least a B (80% of the points) in the post-test to consider this objective met.

Finding (2015-2016) - Target: Met

A total of 21 advertising students were enrolled in the writing course in the Spring 2016 semester. Their scores on the writing test ranged from a minimum of 12 to a maximum of 96, with two modes: 84 (n = 4) and 94 (n = 4). Analyzing the top 75% of the scores revealed that the average grade was 86.75%, corresponding to a solid B, which meets the objective and the target for this measure.

Related Action Plans (by Established cycle, then alpha):

Faculty meeting to

Although the objective was met this cycle, half of the broadcasting students scored below a B in the writing post test. The broadcasting faculty will meet in Fall 2015 to discuss a strategy for increasing the number of students who score B or better.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Writing, Editing and AP style exam |
Outcome/Objective: Writing and AP Style

Maintain current procedures and requirements

Maintain the current procedures and requirements in regards to the writing course for broadcasting students.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Writing, Editing and AP style exam |

Outcome/Objective: Writing and AP Style

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

By email to the program coordinator for sharing with faculty within each program.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Improving measurement of performance (established 2014-2015) recorded some limited improvement. We still have to work on consistency of portfolio evaluations.

Improving student skills recorded good improvement.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

1. A major learning was that perhaps our measurement goals and procedures for the university-wide SACS accreditation need to be more aligned with measurement goals and procedures for ACEJMC accreditation.
2. Related to this learning is the realization that many insights for the development of the program in general – meaning across the five undergraduate programs and the one graduate program – came from quantitative and qualitative data collected more traditionally, outside of this measurement process. Such data include student feedback, as well as input from portfolio reviewers, other professionals in the field, as well as the professional and academic development of individual faculty members. The suggestion here is that perhaps our concept of data should be refined to include qualitative and indirect measures.
3. Another learning was that faculty buy-in needs to be improved.

Putting together learning 2. and 3. we conducted a faculty retreat where all the full-time faculty participated. The general result of the retreat is that two of our undergraduate programs are now merged (advertising and public relations), and the other three will undergo considerable updates and upgrades which should bring them into the 21st century. For example, digital media in general and social media in particular will place more prominently in the skills courses, and a new minor in social media will be offered to non-majors.