### Mission:
Our mission is to prepare students for careers in Electronic Media Communication fields. We also help majors and non-majors learn to use EMC methods in other fields, and to be savvy consumers of EMC content. We help students develop the skills and knowledge that are needed to enter the marketplace. We present students with broad-based conceptual maps of our fields that systematically consider theoretical underpinnings, connections with the liberal arts and sciences, fundamental knowledge of our industries, and professional training. We encourage critical thinking, entrepreneurialism, collaborative skills, creativity, and the ability to deal with ongoing change.

### Use of Prior Results:
Our Major Field Test is currently our primary assessment tool for this goal. We have a growing consensus that the test needs to be re-engineered. With the organizational changes we have made and are planning to make in the College, we will take the opportunity to re-engineer this test.

### Student Learning Outcome:
Students will demonstrate knowledge of the fundamental principles, theories, concepts, and issues in the field of mass communication.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person(s) Responsible: Faculty</th>
<th>Analysis of Results for Measure 1. (include strengths &amp; weaknesses):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores on the Major Field Test.</td>
<td>Completion Date:</td>
<td>The test has not proven to be a very effective assessment of the effectiveness of our programs due to the fact that the major includes so many diverse fields. The test has been primarily based on material from a broad-based course that most students take in their first or second semester, much of which becomes eclipsed by more specific principles, theories and concepts in their respective specialty programs. Additionally, the test is out of date and has been updated as much as allowed, but needs to be completely re-written and based on the various concentrations and specialties in the major rather than a one-size-fits-all test.</td>
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<tr>
<th>Supporting Document(s):</th>
<th>Future Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe Program Changes (adding a course, assignment, project, etc.): We are developing plans to establish a capstone course or final project/portfolio review in each of our five programs. We will review the student work and use it to improve effectiveness of our curriculum.</td>
</tr>
</tbody>
</table>
Describe Assessment Changes (measures such as rubrics, exams, diagnostic instruments, etc.): With the organizational changes we have recently made and are planning to make in the College, we will take the opportunity to re-engineer the Major Field Test. It seems very likely that our current BS in Mass Comm degree will be broken down into about nine separate degrees. This will give us the opportunity to create separate Major Field Tests for each respective program.

Future Actions: Describe any additional resources needed (Leave blank if no additional resources are needed):
As stated elsewhere in this report, we are short on faculty and budget. Both resources will be needed for successful implementation of these changes.

<table>
<thead>
<tr>
<th>Measure 2: Quality of student work submitted to FIRST LOOK.</th>
<th>Person(s) Responsible: Faculty</th>
<th>Analysis of Results for Measure 2: (include strengths &amp; weaknesses): One of the characteristics of our field is that competence is clearly demonstrated in the work one produces. Our annual FIRST LOOK process includes collecting student work from across the department. When this body of work is looked at critically, it becomes apparent where we can to improve our curriculum.</th>
</tr>
</thead>
</table>

**Use of Prior Results:** Our annual FIRST LOOK exhibition process has given our faculty an opportunity to review how our students are performing. As a result we have made several changes in the curriculum and have plans to do more as we change our accreditation to a more appropriate accrediting body. Current changes include simplification of the New Media Curriculum and the addition of two required courses, special courses in our Advanced Seminar classes for Video and Film Production, and numerous other curriculum and course content changes.

**Student Learning Outcome:** Students will be able to create meaningful content by collecting, analyzing, synthesizing, and presenting data in their area of concentration in Electronic Media Communication.

**Measure 1:** Quality of student work submitted to FIRST LOOK

**Person(s) Responsible:** Faculty

**Completion Date:**

**Analysis of Results for Measure 1:** (include strengths & weaknesses): One of the characteristics of our field is that competence is clearly demonstrated in the work one produces. Our annual FIRST LOOK process includes collecting student work from across the department. When this body of work is looked at critically, it becomes apparent where we can to improve our curriculum.

**Supporting Document(s):**

**Future Actions:** Describe Program Changes (adding a course, assignment, project, etc.): We are developing plans to establish a capstone course or final project/portfolio review in each of our five programs. We
will review the student work and use it to improve effectiveness of our curriculum. We are developing a new set of standards for our writing courses. We are developing plans within the department to establish a stronger, more meaningful set of core courses. We will be coordinating this effort with a college-wide update of core courses.

Future Actions:
Describe Assessment Changes (measures such as rubrics, exams, diagnostic instruments, etc.).

Future Actions:
Describe any additional resources needed (Leave blank if no additional
As stated elsewhere in this report, we are short on faculty and budget. Both resources will be needed for successful implementation of these changes.

**Use of Prior Results:** After two years of department-wide subscriptions to Lynda.com, our funding ran out and so did our subscription as of Dec. 31, 2014. As a result, we have returned to using class time to teach software skills. Through partnerships with the video production industry in Nashville, we have been loaned significant amounts of live event video production gear to train our students on its operation. Job placement has been strong as a result. Our two staff engineers continue to teach technical classes for those students who gravitate to the more technical side of our industries. The students who take the classes not only gain specialized skills and knowledge, but also enhance the collaborative environment for all of our students. This year we implemented a central storage and checkout process for our field production gear. This has made it much easier for students to gain access to gear for hands-on experience. We worked with MT10, our student organization that runs our campus TV station, to provide greater access to facilities for their productions. This gave a greater number of students more access and experience time with production gear. We built an entirely new digital photo lab. When our long-time photo building was scheduled for demolition, we had the opportunity to move to a new space. The old space was severely constrained on what we could do with digital, so we made it a priority to build a good space for a digital lab. By coordinating a donation form former Photo professor Harold Baldwin, we were able to secure funding necessary to acquire the basic equipment needed for the new digital photo lab.

| Student Learning Outcome: | Measure 1: Student performance on assignments | Person(s) Responsible: Faculty | Analysis of Results for Measure 1. (include strengths & weaknesses): This is an ongoing and essential part of what we do as educators in our fields. Although we place emphasis on the communication aspects of the work, technical competence is absolutely necessary. One cannot do this work without the tools and the knowhow to use them well. | Supporting Document(s): Future Actions: Describe Program Changes (adding a course, assignment, project, etc.): Technical competence will be one of the fundamental considerations in our plans to review portfolios, capstone coursework, and submissions to FIRST LOOK. |
### Future Actions

**Describe Assessment Changes**

(measures such as rubrics, exams, diagnostic instruments, etc.):

**Future Actions**

*Describe any additional resources needed*

(Leave blank if no additional resources are needed.):