Institutional Effectiveness Achievement Report

Parameter Title | Parameter Value
---|---
Organization | Electronic Media Communication: BS Mass Communication
Assessment Period | 2012-2013
Outcome/Goal Type | Student Learning Outcome

Organization: Electronic Media Communication: BS Mass Communication
Unit Head: Billy Pittard
Assessment Period: 2012-2013
Reports to: College of Mass Communication
Outcome/Goal Type: Student Learning Outcome
Report Date: Wed Mar 19 2014
Total Outcomes/Goals: 3

Mission Statement
Our primary mission is to prepare students (majors) for successful careers in the fields of Electronic Media Communication. We also help students (majors and non-majors) learn to successfully use EMC methods in other fields, and to be savvy consumers of EMC content.

Summary of Achievements
Improvements in curriculum, facilities, and faculty are providing our students with greater knowledge, skills, and experience to be competitive as they enter the workforce. There is an enthusiasm in the department that can be seen in the visible improvement of student work from one semester to the next. Many students are now requesting deeper and more advanced curriculum. The massive changes we've seen over the last few years in the fields of electronic media are now looking like opportunities to the students, and not just disruption of traditional media jobs.

Outcomes and Goals Assessment Plans

The following tables contain outcome/goal data for Assessment Period: 2012-2013

<table>
<thead>
<tr>
<th>Outcome/Goal</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate knowledge of the fundamental principles, theories, concepts, and issues in the field of mass communication.</td>
<td></td>
</tr>
</tbody>
</table>
Measure 1: All students will be assessed by the Major Field Test in Mass Communication.

<table>
<thead>
<tr>
<th>Responsible</th>
<th>Date</th>
<th>Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All faculty</td>
<td>07/31/2013</td>
<td>For the second year in a row, our student test scores earned an Academic Performance Award. Last year we updated the test to the extent that guidelines allow, however the test remains a somewhat outdated measure of student knowledge of our fields. The fields being tested have changed more rapidly than the test is allowed to be changed. The test is additionally compromised because the same test is used for two significantly different departments. At some point our test needs a complete overhaul to more accurately reflect the changes in our fields. An online version with up-to-date specialized questions for different programs is the goal.</td>
</tr>
</tbody>
</table>

Overall Outcome Results:
Thanks to a rise in student test scores, the department qualified for an Academic Performance Award for AY 2011-13.

This program outcome/general goal was: Met
*If less than Met, program should plan further action to improve performance.

What strengths were displayed through the assessments of your measures? Updating the test improved performance.
What weaknesses were displayed through the assessments of your measures? The test is very out of date.

Recommendation 1:
Conduct separate testing for the EMC and Journalism departments.

Recommendation 2:
Create an entirely new set of tests for each of the six programs in EMC.

Action Plan

Use of Results:

Assessment Changes:

Programmatic Changes:
**Outcome/Goal**

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

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In each concentration of Electronic Media Communication, students will create projects appropriate to their respective area. These projects will be assessed by teams of faculty, and, in some cases industry professionals.</td>
<td>Faculty in each EMC Concentration or Specialty</td>
<td>07/31/2013</td>
</tr>
</tbody>
</table>

**Category**

Improvements throughout our curriculum, facilities, and teaching methodologies have contributed to a general rise in the quality of capstone-level student work. We have developed new venues to showcase exemplary student work, and this has had the effect of inspiring the students to greater levels of achievement and excellence. Showcases of student work include: an open forum held most Fridays in the Mass Comm building, online sharing through social media (department blog and Facebook pages), a faculty-juried public exhibition that we called First Look held at a major theater in Nashville, and a more aggressive approach to entering festivals and competitions. We are evolving our curriculum as our fields change and the general level of competence and work quality of our students rises. This includes adding or moving some courses to the lower division to introduce hands-on learning earlier in the curriculum, adding and evolving courses to address changes in our fields, and creating or evolving upper division courses to a more advanced level as student capabilities rise.
Overall Outcome Results:

Students are now more focused on creating portfolio-quality work that demonstrates their competence.

<table>
<thead>
<tr>
<th>This program outcome/general goal was:</th>
<th>*If less than Met, program should plan further action to improve performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
<td>Further Action Planned</td>
</tr>
</tbody>
</table>

What strengths were displayed through the assessments of your measures?

There is a new enthusiasm for the work among the students. There is also a rise in participation in showcase opportunities.

What weaknesses were displayed through the assessments of your measures?

We need to do more to help students understand the importance of portfolios, and more to help them build their portfolios.

Additional Comments:

There is a new enthusiasm for the work among the students. There is also a rise in participation in showcase opportunities.

We need to do more to help students understand the importance of portfolios, and more to help them build their portfolios.

Recommendation 1:

Add a portfolio requirement to candidacy.

Recommendation 2:

Develop plans that will result in stronger portfolios for graduating seniors.

Action Plan

Use of Results:

Assessment Changes: Programmatic Changes:

Person/Group Responsible for Action:

Target Date for implementation of the action:

Priority:

Outcome/Goal

Students will demonstrate technical competence in the use of hardware and software appropriate to their area of concentration in Electronic Media Communication.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>We have seen a surge in content creation and its quality. Many factors contribute to this surge, including new facilities such as our Mobile Production Lab, a varsity-team approach to our EMC Productions crew, using online learning with our</td>
</tr>
</tbody>
</table>
In each concentration or specialty of Electronic Media Communication, students will create projects appropriate to their respective area. These projects will be assessed by teams of faculty, and in some cases, industry professionals.

Faculty in each EMC Concentration or Specialty

07/31/2013

department-wide subscription to Lynda.com, very active student organizations that are aligned with our curriculum (MT10, WMTS, The Film Guild, and SIGGRAPH, for example), special department and faculty projects including interdisciplinary coverage of the 2012 national elections, coverage of Capitol Record’s Street Party, and faculty driven films. A new enthusiasm has been generated in our department. Students are demanding more and deeper curriculum – and we are delivering it. Recent changes in our accreditation guidelines have enabled us to increase the volume of our curriculum by 20%, and to have greater flexibility with our minors. We are taking advantage of these opportunities to develop deeper curricula to graduate students with more competitive skills.

Overall Outcome Results:
Our students are demonstrating ever-greater technical competence.

This program outcome/general goal was: *If less than Met, program should plan further action to improve performance.
Met

What strengths were displayed through the assessments of your measures?
We have good basic facilities.

What weaknesses were displayed through the assessments of your measures?
We have gaps in our facilities including substandard tools, and lack of access to certain kinds of tools.

Additional Comments:

Recommendation 1:
We need to update some of our facilities to industry standards. For example, our character generators and our newsroom software are not equivalent to what students will experience in the field.

Recommendation 2:
We need to be more responsive to bringing in evolving tools and techniques. This is especially true in our new media area. The good news is that the evolving tools are usually not terribly expensive. The bad news is that we have no means to access funds for this sort of timely acquisition.

Action Plan
**Use of Results:**

<table>
<thead>
<tr>
<th>Assessment Changes:</th>
<th>Programmatic Changes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We need to find better ways to regularly renew our software and hardware to stay current with the marketplace.</td>
</tr>
</tbody>
</table>

**Person/Group Responsible for Action:**

**Target Date for implementation of the action:**

**Priority:**

13:54:40 CDT