

Program Assessment Plan Template

Program Name: Electronic Media

Department: Communication and Media

Assessment Year: 2003-2004

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Step One : Who are you and how do you do what you do?

I. A. Mission Statement: (Who are you and what do you do?)

Under the realm of the larger Department of Communication and Media mission (see appendix), the mission of the electronic media major is to prepare students for careers in electronic media or graduate school who both understand the business and production aspects of their chosen field and who act ethically and with an understanding of the power of the media to affect people's lives. Additionally, throughout their coursework students develop appropriate analytic, research and presentation abilities that can be applied beyond their major areas of study.

I.B. Scope of your program: (What are the boundaries of your program?)

The electronic media production major consists of two tracks: management and production. The management track prepares students for careers in such areas as advertising sales, marketing and promotion, program management, and research. The production track gives students a strong foundation in producing and writing skills that allows them to pursue careers in a number of areas, particularly those related to television and radio.

We are neither a trade nor film school nor are we a graduate school. We are an undergraduate program within a liberal arts curriculum so the majority of courses our students take are theory-based. Even the four production skills courses are put in a historical, regulatory, ethical, aesthetic, and cultural context. We do encourage all our majors to do internships, however.

I. C. What activities/processes contribute to the program? (How you do what you do?)

We offer a wide variety of courses within our department to meet the needs of our majors and the marketplace.

We offer a well-established internship program.

We take every opportunity to update our facilities and software used by our students.

Students obtain access cards for 24/7 access to our media production and computer labs.

Faculty are involved in industry consulting and scholarly and creative activities (including attendance at conferences and workshops) to remain vital and current in their areas of expertise.

In conjunction with the entire department, we participate in a Media Day to expose our students to professionals and to give them an opportunity to show their work.

In conjunction with the entire department, we do alumni outreach for networking and consulting purposes.

Step Two: Where are you heading and what performances show your progress?

II. A. *What are your priority goals for the next five years (5-8 total)?*

1. *What do you want graduates to know? Be able to do? To believe?*

Students should be prepared for professional work in the electronic media.

Students should be prepared to continue their studies in graduate school.

Students should be able to work collaboratively as well as individually in an ethical manner.

Students should be prepared for life-long learning in the media, including reading trade magazines and scholarly publications and actively participating in media activities.

2. *What goals do you have for your program? (e.g. out of class experiences, advising, curriculum, faculty development)*

To have an integrated curriculum that meets the needs of our students for professional work or graduate school.

To have up-to-date facilities and sufficient equipment for media course work.

To have a faculty that keeps abreast of developments in media industries and has an active creative and/or research agenda.

To have strong connections with alumni for networking and feedback.

To have public outlets for student work.

To improve relations with private sector media.

II. B. *What is the performance you desire to gauge your progress?*

1. *Student Learning Performances (outcomes)*

Each student in the production track will be able to:

Explain and use the various equipment and software used in audio and video production.

Describe the aesthetic principles used in audio and video production.

Critically analyze radio/television/film programs verbally and in writing

Write and produce commercials and public service announcements

Write and produce news segments and sound packages

Write and produce a short narrative or documentary

Prepare a budget for a short narrative or documentary

Explain the basic legal considerations in producing programs

Work collaboratively on group projects

Analyze and evaluate their production process, including challenges and problem resolution

Acknowledge and demonstrate consideration for their target audience throughout the production process

Create publicity for their programs

Explain the process of distribution and exhibition of programs

Describe and evaluate the various theories concerning effects and uses & gratifications of the electronic media

Analyze ethical dilemmas in electronic media and explain how he/she would handle them.

Analyze and evaluate trends in the electronic media environment, such as programming and industry structure, and relate to their historical roots as well as current practice

Each student in the management track will be able to:

- Compare and contrast the basic management theories and approaches
- Discuss the practical aspects of media accounting, economics, and finance; supply demand and audience analysis; regulation, types, and issues related to media ownership
- Identify the role and forms of corporate development and basic marketplace dynamics
- Discuss the basic communication technologies
- Analyze the various audience research techniques and target audience segmentation methods
- Identify and explain the basic principles of station and network programming
- Identify the key elements of program and operational budgets
- Explain the key elements and practices of program syndicators
- Discuss the key terms used in media programming, advertising, research, and technology
- Explain and calculate radio and television ratings at station and network levels
- Analyze and evaluate frequently used advertising and media buying and planning formulas
- Compare and demonstrate basic and frequently used research statistics
- Demonstrate methods of visually presenting data, including spreadsheet (Excel) and presentation (PowerPoint) software
- Systematically analyze the programming of a station or network and present the analysis in a business-format report
- Generate a media plan and buying proposal/report
- Conduct and present results of primary and secondary media research using proper software
- Analyze and create a media or program marketing and promotion plan
- Demonstrate conversational knowledge of current trends and issues in radio/TV/cable and audio/video production.
- Understand, define, and calculate media ratings.
- Describe and analyze the role of advertising in the electronic media, including the basics of advertising planning, purchasing, evaluation, and production.

2. *Program Performances*

- Courses as a whole will address the student performances (outcomes) for the specific track and in a sequence that builds from low-level to high-level skills.
- Prepare students for work in a professional setting.
- Faculty will participate in activities that contribute to professional growth.
- Use the most up-to-date versions of software commonly used in electronic media.
- Use equipment that is primarily digital-based.
- Extensive connections with alumni through formal and informal activities.
- Offer a venue for students to show their work.
- Outreach to private sector via internships

Step Three: Describe your methodology

II. B. 1 and 2 <i>Desired Performance (from previous step)</i>	III. A. <i>What aspects of the performance are critical to measure?</i>	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When will Assessment Begin?</i>	III. C. <i>Who is Responsible for What?</i>
1. Courses as a whole will address the student performances for the specific track and in a sequence that builds from low-level to high-level skills.	a. student performances	Syllabi, using a Rubric to be created	Fall 2004 create rubric. Spring 2005 do syllabus analysis	Media Faculty will create rubric and Deputy Chair and Spangler will implement
	b. skills level			
2. Prepare students for work in a professional setting	a. knowledge of industry	Onsite supervisor survey for internship program. Student intern survey.	Fall 2004 prep of surveys. Spring 2005 implementation	Media Faculty will update current surveys; internship coordinator (Jim Smith) will implement
	b. skills necessary for work			
	c. ability to collaborate			
3. Write and produce a short narrative or documentary of professional quality	a. writing	Seminar in Production capstone project	Fall 2005 prep of rubric. Spring 2006 implementation.	Media Faculty will create Rubric and Seminar and Portable instructors will judge projects
	b. technical quality			
	c. aesthetic quality			
4. Conduct and present results of primary and secondary media research.	a. proper use of statistics	Media Research Methods assignment	Fall 2006	Smith will create Rubric and Spangler will be additional reviewer

	b. organization			
	c. presentation			
5. Extensive connections with alumni through formal and informal activities.	a. numbers of alumni	Department faculty	Fall 2006-Spring 2007	Dept. Chair
	b. variety of venues			

D. What additional resources will you need to complete your plan?

None.