

CLA 2009-2011 Comprehensive Planning and Assessment Report
Department: Mass Communication

Institution

Academic Affairs

College of Liberal Arts

Communications

Mass Communication

ACA-302-1101-MC-SLO1.1: Graduating seniors will demonstrate knowledge of foundational facts and principles common to all areas of mass communication.

Start: 7/1/2009

End: 6/30/2015

Progress: Ongoing

Providing Department: Mass Communication

Responsible Roles: Unit Assessment (Page, Donald)

Step 2: Determine Criteria for Success Using Direct and Indirect Measures

Students will achieve a median score of 60 percent or higher on the major field exam, with top scores at 90 percent or higher.

Schedule/Cycle of Measurement: Annual

Step 3: Measure Student Learning Outcome Using Direct and Indirect Methods of Assessment

Students will demonstrate field-related factual knowledge via a departmentally-developed senior-level exam. (There is no standardized field exam available in mass communication.)

This exam will be administered annually to senior Mass Communication students.

Due to the rapid rate of change in the field, the exam will be updated as needed; therefore, results cannot be directly compared from year to year.

 Mass Comm Field Comprehensive Exam 2009

Step 4: Analyze and Summarize Results of Assessment Activity in Step 3 (2009-2011)

An exit test was administered in Spring, 2011, to students in the Senior Project and Senior Seminar classes, plus any other mass communication students who were known to be graduating and who were available. The median score was 69.5% and top scores were above 90 percent. The criterion was therefore met.

 Sr Exams results

Step 5: Develop/Refine Improvement Plan Based on Assessment Results (2009-2011)

Faculty reviewed results as part of the overall curriculum revision process. No specific deficiencies were identified. Faculty concluded, from the range of scores, that essential content is being taught and is being adequately learned by some students, but that there is an issue with carry-over learning from course to course by some students.

Faculty also concluded that the test needs to be restructured in order to permit more fine-grained analysis.

Step 6: Document Changes/Improvements Resulting from the Action Plan (2009-2011)

Minutes of mass communication faculty review and assessment results report will show analysis and decisions on implementation measures.

October 2011: Data collected to date are insufficient for more than cursory analysis. The faculty will revisit the implementation of the senior field exam during Fall, 2012, taking also into account recent curriculum revisions, facilities upgrades and faculty development.

Documentation for Change - Location: Departmental assessment files

Related Items

There are no related items.

ACA-302-1101-MC-SLO2.1: Students will demonstrate professional entry-level skills and disciplines in production, journalism or integrated marketing communications.

Start: 7/1/2010

End: 6/30/2015

Progress: Ongoing

Providing Department: Mass Communication

Responsible Roles: Unit Assessment (Page, Donald), Assessment Coordinator (Harrison, Vernon)

Step 2: Determine Criteria for Success Using Direct and Indirect Measures

Ninety percent of interns placed in relevant professional work settings will be rated as "acceptable -- meets or exceeds professional entry level standards" by their professional supervisors.

Schedule/Cycle of Measurement: Annual

Step 3: Measure Student Learning Outcome Using Direct and Indirect Methods of Assessment

Professional supervisors of students enrolled in COMM 3910, Internship, will complete an assessment survey evaluating their intern's preparation and performance.

Step 4: Analyze and Summarize Results of Assessment Activity in Step 3 (2009-2011)

According to surveys administered to internship supervisors in 2010-2011, virtually 100% of interns scored at least average, while an excess of 90% scored good or excellent. See attached charts.

Step 5: Develop/Refine Improvement Plan Based on Assessment Results (2009-2011)

While internship supervisors have expressed a high level of satisfaction with our students, we will review the extensive comments supervisors have made as part of the survey, as well as informal feedback, to determine ways in which our students can improve.

Step 6: Document Changes/Improvements Resulting from the Action Plan (2009-2011)

First review of supervisors' feedback will take place at the end of the Spring 2011 semester.

[https://tnstateu.qualtrics.com/ControlPanel/?](https://tnstateu.qualtrics.com/ControlPanel/?ClientAction=setActiveReport&Section=RP_6R7pdawQWUn4JGA&SubSection=undefined&SubSubSection=undefined&TransactionID=2&Repeatable=0&T=1sQtol)

[ClientAction=setActiveReport&Section=RP_6R7pdawQWUn4JGA&SubSection=undefined&SubSubSection=undefined&TransactionID=2&Repeatable=0&T=1sQtol](https://tnstateu.qualtrics.com/ControlPanel/?ClientAction=setActiveReport&Section=RP_6R7pdawQWUn4JGA&SubSection=undefined&SubSubSection=undefined&TransactionID=2&Repeatable=0&T=1sQtol)

 Internship Assessment

 Internship Assessment 2012

Documentation for Change - Location: Departmental office assessment files

Related Items

There are no related items.

ACA-302-1101-MC-PO1.1: Implement professional and student program advisory boards

Start: 7/1/2009

End: 6/30/2015

Progress: Completed

Providing Department: Mass Communication

Responsible Roles: Unit Assessment (Page, Donald)

Step 2: Determine/Establish the Criteria for Success

Reports on file will show the successful completion of the benchmark activities.

Step 3: Measure Performance Outcome Using Direct and Indirect Methods of Assessment

Members will be selected, boards will meet. The professional board will submit written evaluation and recommendation reports to the department. The department head will provide written reports of student advisory board discussions.

The professional and student advisory boards have met annually for the past three academic years and have submitted their reports, which are on file. The criterion has thus been met.

Step 4: Analyze and Summarize Results of Assessment Activity in Step 3 (2009-2011)

Activity completed, and met expectations.

October 2011: The professional advisory board met for the second annual review in April, 2011, and submitted a report. The student advisory board met for the first time in spring, 2011; its findings were summarized and reported by the department head.

Professional and student advisory board meetings for Spring, 2012, are currently being scheduled by the department head and agendas prepared.

Tennessee State University Advisory Board

Friday, April 1, 2011

Below you will find in the left column the recommendations from the board from the April 2010 visit. On the right you will find the action taken and/or comments by faculty pertaining to the recommendations.

Recommendation

Action taken since 4/23/10

Establish a student advisory council, representative of each of the majors and classes and more than just the student media leaders	Implemented a once-a-semester Student Advisory Council meeting—1st meeting was 11/10/10, 2nd meeting scheduled 3/30/11. Third meeting scheduled during Advisory Board meeting date in April 2012.
- Work with University Computing to ensure students take pre-requisites - Improve student advising experience, make sure students know who their advisor is, then the advisor serves as the student mentor. Advising has to be done by those who want to do it. May have to offer a trade off, a reduced class load for X number of advisees.	Obtained list of Comm majors—reviewed list from TSU Records to contact advisees to be sure more students meet with an actual advisor. Surveyed our students and found 300 to advise. Advisors now have a list so students can be contacted via phone and email to make advising appointments—gain class and career advice. -Implement COMM 1040 advising form, career counseling resume—Coreen Jackson -Fall 2011 compiling and revising the spreadsheet of advisees. A meeting is planned with advisors, Nov. 2011, to place each advisee with an advisor.
During Mass Communication Orientation to clearly articulate vision, mission and expectations (may need to have one group meeting each semester)	Planning open house 3rd week of fall semester 2011 to let students know about various activities, advising, etc. Had planned this fall 2010 but ran into a scheduling problem with the theatre. Fall 2011, option was not utilized due to too many conflicts with student schedules, expected low turnout.
Faculty need to agree upon a departmental attendance/late policy and enforce it.	Dep't Head addressed at fall opening faculty meeting, provided sample attendance policy to incorporate into syllabi—encouraged faculty to adopt and implement—and repeat often to students during the course of the semester. Fall 2011 Department Head provided sample syllabi schedules, encouraged faculty to analyze and tighten policies and procedures for courses, including attendance policies, grading, etc. Told all faculty to administer 'grades-to-date' four times per semester so students will know where they stand in terms of their grades.
Showcase student work, good, bad or indifferent. Post it, you can wait until the third or fourth iteration but it has to be shown, it will raise student accountability. You can have outside professionals evaluate it. It is also possible to allow other students to critique the work.	Held student media showcase in late April 2010 and plan another for spring 2011. A way to celebrate student success. Plus, a portfolio policy has been put into place by posting it in class syllabi so students are building a portfolio to be reviewed as part of the Senior Project course. Have also created a Research Forum for those in the Senior Project course. Fall 2011—planned 3rd Research Forum for the Arts scheduled for late Nov. 2011. Planned media festival and theatre festival of plays planned for April 2012. Planned productions involving speech, mass comm. and theatre planned for TSU's Centennial events April 2012.
Need to consider, less expensive mobile equipment like Flip cams, especially for lower level courses	Had TV Operations Manager and Mass Comm Coordinator create list of equipment needs and submitted list to Dean for Title III grant. Fall 2011 – looking to collaborate with Art and Music on a joint Title III project to find ways to fund more equipment for students.
Curriculum - History of Black Press/Media - Entrepreneurial Journalism - Required Multimedia Course	-Have changed Business of Media to Entrepreneurial Journalism. -Have added a Media & Culture course -In discussions to add: AFAM Film Appreciation and a Black Cinematographers courses. *Fall 2011 – team-taught the latter course with the Art Department. -Multimedia course is the news capstone course

	—but multimedia is built into many journalism courses. Production and IMC capstones will rotate fall/spring semesters: IMC: Senior Seminar/Integrated Marketing Research 3 and Brand Equity Management Production: TBA with a Senior Seminar in fall/spring. (see full track below)
No research component	-Have added a research methods course in the Speech track but all students can take as an elective (required in speech)—added above-mentioned IMC research course and Research Forum within the Senior Project course. More research element added to COMM Media Law course.
If there is a commitment to PR/Marketing, need to remove it temporarily and retool or make a real commitment by adding writing, event planning, social media, research etc.	-Working to add more writing to PR track—newswriting is now required and has a news release assignment as one component. Added above-mentioned IMC courses with two more on the way. More below. Fall 2011 – new 3160 IMC course offered. Spring 2012 new IMC capstone course to be offered: Brand Equity Management.
Pre-requisite courses need to give students depth, may have to add a course to address remedial writing issues to get students on same level.	-COMM 1060 Fundamentals of Media Writing is now offered. -COMM 1050, Tech & Tech, to some extent. More can be done. Probably need to add Creative Suite software to 140 classroom computer. Fall 2011 – courses are in full implementation.
Curriculum has been revised and the classroom content that faculty teach must be too. Yes, teach writing but you may consider showing a YouTube video to demonstrate a technique. Students feel the lessons are antiquated. This is not a personal indictment, it is the realization that these students learn differently. Power points are not very effective. “We are in a progressive society, we need material for 2010, not 1970.”	Faculty are aware of these concerns and are working toward more creativity in class discussions. Quote from a faculty member: I think we work hard to stay current. But some of that material from 1970 remains relevant, and some is evergreen. Again, perhaps more of a “sales” issue than a real issue, in our case. We should certainly explore those YouTube videos, although I have students who fall asleep as soon as the lights go down and the video starts. Fall 2011 – faculty are revising and adapting syllabi and course materials.
Internal Communication between faculty and students, build two-way trust.	Fall 2011 - Newsletter on Comm website, advising sessions, facebook page and more added
Internship-Develop business outreach to identify and create internship opportunities. May need to consider whether they should be required. The most ambitious students will seek them, some students are not the best representation of the institution or mass comm. program.	Internship—we have an exhaustive list—internship is required and Dr. Jackson does excellent work. Internship is required. Students can also get three hours of practicum credit for Comm Lab—campus media work credit experience. Fall 2011 – ongoing.
Be sure to prepare students for career opportunities beyond television and radio	Career options—they get this in every class... senior portfolio is now required in the senior project course—Mass Comm Seminar class retitled Media Careers—an elective. Resume/career workshop scheduled for 4/19/11. Fall 2011 – resume seminar conducted in the Media Careers class 10/24/11. Faculty are

	implementing career discussions in all relevant classes.
Add a lab class component to certain classes with a lab fee	Lab fees proposed – TSU sitting on the proposal. Arts Fee proposed – TSU may do something with this. Fall 2011—fee proposals have been submitted – this time to the new Provost and new President.
Faculty will make sure appropriate prerequisites are listed on the syllabus and enforced	We're on this. The syllabi committee is reviewing this as well. Catalog updates sent onward 2/1/11. Most of our course descriptions do show required prerequisites; we just need to get Records to enter those in Banner. A few courses should have prerequisites added. See http://www.tnstate.edu/interior.asp?mid=6580&ptid=1 Fall 2011 - Ongoing
*Hire staff for the studio, students must have access to the facility	Dean has asked and the chair gave her a request for student workers to keep the studio open later...this person(s) must have media experience to guard against equipment abuse after hours. The addition of our new media engineer means when we need to adjust hours later we have more flexibility in staff to do so. From Dr. Page: more staff is a wish list item. We have taken steps to improve access to editing facilities. There are security, liability, and expertise issues to address, especially for the TV studio. Also we don't want our facilities to become a playground. (Radio has much more structure built in, both in activities and facilities.) It also wouldn't hurt our students to plan ahead more, and also to get used to the real-world practice of dry-run rehearsal. Also note that we have mechanisms in place for requesting the studio, with proper proposals and plans – again, a real-world requirement. We have been discussing access and security issues for the coming WTST radio station and Media Convergence Lab. Fall 2011-with the new WTST facilities opening October 2011, student workers have been put into place to accommodate after-hours work. Also, more key fobs have been ordered for student checkout.
*Add a lab class component to certain classes with a lab fee.	A lab fee has been proposed to the Dean for mass comm. and theatre tech courses. Adding a lab to course. We do have lab time for Video Studio Production; no fee, however. There are facilities scheduling and space issues to address, also faculty load issues Fall 2011 –Proposed again, as noted above.
On-going faculty training seminars on innovation, teaching, generational issues, motivation, cultural (black communication styles, etc) issues, etc. Students see, feel and resent faculty frustration.	Faculty comment: On the frustration issue, we wouldn't be frustrated if we didn't care, and I think students know that. And students do also bear responsibilities to deliver on their potentials. It could also be the way we express frustration sometimes – we do need both the carrot and the stick. It's necessary to be constantly reminding students that they can do what is needed, and more, as well as getting after them when they don't deliver, and celebrating successes. I am convinced that good teaching requires knowing when to give the pat on the back, when to give the pep talk, and when to administer the swift kick in the rear (metaphorically, of course). Additional comment from another faculty member: "While some students have stepped up to create shows, for example, many students rarely take initiative – rarely show up for anything extra." Fall 2011 – Faculty continue training via new hardware and software in new media facilities, additional training via seminars at national and regional conferences as many faculty attended national media, theatre and speech conferences.
Make classroom content compelling so students want to come to class	Faculty comment: It's also true that students need to understand that learning is sometimes boring and usually hard work. We do have to keep reminding them of that, and also

	reminding them that the time and work they are putting in now is their investment in their futures. (Yes, I know that instant gratification rather than delayed gratification is a millennial thing, but it's still a delusion that the real world can ever work that way.) Knowing our faculty, I do think we all work hard to make our classes interesting and relevant. I think this is partly a "sales" issue and perhaps partly a performance issue on our part. It certainly can be helpful to us to review what we are doing, and take some of the steps suggested elsewhere in these recommendations Fall 2011—ongoing development of ways to engage students. Ex. Faculty recently met to discuss content with COMM 1050 and COMM 2640 to find ways to have students more hands-on with the equipment.
Integrate student media in one place and strengthen online website	In Progress/Ongoing/Under Study Fall 2011- The new media facility opened Oct. 2011 under its new name "The APP Center." All platform production center as all media, theatre and speech facilities are now housed in the PAC. Only Forensics remains in another building due to space constraints.
Faculty need to be able to teach hands on skills, the students cannot learn just by seeing a power point.	Faculty comment: Students can't learn the logic and theory of what they need to do just by hands-on, either. Hands-on alone teaches only rote procedures, which become obsolete as soon as the model changes or the software gets upgraded. As I tell students in production classes, "I will explain it – you won't understand – yet – but you need the information. I will demonstrate, you will start to get the idea. Only when you finally do it, and put all the pieces together, will you understand." I think this is a "sales" issue on our part, as well as students needing to understand that they are wasting time if they just rush ahead to play with the toys without understanding the "why." We also need to be pushing students to "learn how to learn" in a variety of formats, not just glitzy ways. Once they graduate, if they are to stay current, they will find that most of the information they need will come via text, via talking heads in conferences, etc., and a lot of it will come "unpacked," in bits and pieces they will have to research and put together for themselves. Again, it also requires students recognizing that learning is sometimes fun, occasionally boring, but always work. Fall 2011 – Ongoing
Students asked to be pushed, they want to be challenged once they've been taught what to do.	We are offering more media programs for students to get involved with vs. two years ago. Students need to step up and commit. Ex. We have a student chapter of the National Broadcasting Society but when we hold a meeting or try to organize, no students show up. Faculty comment: So why don't they show up and take advantage of their opportunities more? Students have to take ownership, too. This needs to be a "push-pull." Perhaps this falls under the "teaching maturity, teaching professionalism" heading Fall 2011—Faculty challenged by the Department Head to continue to raise the bar, the standards and challenge our students to be award-winners, leaders and more.
Update the IMC track	IMC Changes Integrated Marketing Communications Old Track COMM 4380 Media Leadership & Entrepreneurship 3 (Moved to electives) COMM 4440 Programming (Moved to electives)

	COMM 4460 Advertising Media Sales 3 (Name and content change) COMM 4480 Principles of Public Relations 3 (Stays in track) COMM 4500 Senior Projects/ Senior Seminar 3 or 4510 New Track COMM 3100 Integrated Marketing Communications 3 (New course) COMM 4460 Creative Advertising Strategies 3 (Formerly Advertising Media Sales) COMM 4480 Principles of Public Relations 3 (Stays the same) COMM 4580 Advanced Public Relations 3 (New track addition, existing course) COMM 4500 Senior Seminar/Integrated Marketing or 4510 Research Brand Equity Management 3 Fall 2011 – courses approved, track implemented, new courses being offered, new courses and course plans are on the COMM website.
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 Mass Comm Advisory Bd recommendations 1

 Media advisory Bd table 2010[1]

Step 5: Develop/Refine Improvement Plan Based on Assessment Results (2009-2011)

Advisory board meetings for Spring, 2011, have been scheduled. Some recommendations from last year's panel have been implemented, others are under further consideration. 2011 boards are expected to provide feedback on mass communication faculty and staff's implementation progress on last year's recommendations. Student advisory board also made recommendations, which are currently under review.

October 2011: Advisory board and student committee meetings were held in April, 2011. Both submitted reports which were complimentary of the program. The reports reflected that the major group of course and curriculum revisions had just been substantially completed; therefore full results will not be known for a year or two.

Step 6: Document Changes/Improvements Resulting from the Action Plan (2009-2011)

Department head's results summary table is on file. Of 26 comments and recommendations by professional advisory board (April, 2010) 12 specific actionable recommendations have been addressed or are being addressed. Student advisory board's comment have been noted, and largely mirror the professional advisory board's recommendations.

October 2011: Department head's summary table is on file. The mass communication faculty and staff elected to focus on curriculum phase two, including some course changes, but more extensively syllabi reviews and changes. In particular, the first, common courses of the production sequence (Comm 1050, Techniques and Technologies of Digital Media, Comm 2640, Digital Media Production, and a field production course to follow 2640), and currently under review by the production faculty and staff.

Documentation for Change - Location: Departmental office assessment files

Related Items

There are no related items.

ACA-302-1101-MC-PO3.1: Mass Communication students and faculty will submit a minimum of three competition entries and one scholarly paper or presentations per academic year.

Start: 7/1/2010

End: 6/30/2015

Progress: Ongoing

Providing Department: Mass Communication

Responsible Roles: Unit Assessment (Page, Donald), Department Head (Likes, Terry)

Step 2: Determine/Establish the Criteria for Success

Records and reports on file in the departmental office will document competition entries submitted and papers and presentations given.

See annual Year-End Reports

Step 3: Measure Performance Outcome Using Direct and Indirect Methods of Assessment

Reports will be tabulated

Step 4: Analyze and Summarize Results of Assessment Activity in Step 3 (2009-2011)

October 2011: Results for 2010-2011 exceeded expectations. Faculty made two scholarly presentations and published one journal article. The number of competition entries submitted also exceeded projections. Highlights of student awards included Society of Professional Journalists Mark of Excellence for best radio newscast in the region, and Nashville 48-Hour Film Festival Second Runner-Up plus seven individual awards (team composed mostly of current Communication majors and recent Communication graduates).

Step 5: Develop/Refine Improvement Plan Based on Assessment Results (2009-2011)

October 2011: Foundation money has been set aside to support competition entries, students are started in experiential learning, when possible, in their first or second semester, and a series of workshops has been established.

Step 6: Document Changes/Improvements Resulting from the Action Plan (2009-2011)

October 2011: As we are now in the second year of this evaluation cycle, results will not be known until midway through 2012.

Documentation for Change - Location: Departmental assessment files

Related Items

There are no related items.