Missouri Valley College

Academic Program
Assessment and Planning Report

Year: 2011-2012

Program: Mass Communication--Broadcasting
Division: Communications
Chair/Dean: Susan Dittmer

I. Mission
Provide hands-on, personal training in Television and Radio production, newsgathering, broadcast writing, and advertising. Prepare students for jobs in broadcast media and production.

1) Ways in which the program supports Valley’s mission
   Broadcasting education and experience is very much about guiding students to succeed, certainly through personal instruction and intellectual inquiry. Broadcasting is about providing answers to questions.

II. Goals
- To provide students with professional skills and knowledge to enter and succeed in media fields by:
  - Placing 100% of our eligible graduates in jobs within one year of graduation.
  - Placing 100% of our eligible majors in internships.
- Grow our major by recruiting 10 new students each year by
  - Early recruitment through our admissions office and their connections.
- To enable students to participate in advanced management roles, i.e., editors, managers, etc., through a practicum course.
- To incorporate latest equipment and techniques for media technologies.
- Add new course that reflect new technologies: social networks, and advertising.
- To provide knowledge and skills in journalism areas, including newspaper, online projects, broadcasting, and magazine-style publications.
- Increase alumni participation in the program through connections made through the online, streaming videos, as well as encouraging visits, donations.
- Place most graduates in the broadcasting job market. This could include commercial audio production, sports play-by-play, news writing and reporting, and on-air announcing.
- Expanding of the television division with new equipment and technology upgrades each academic year to provide students with the latest tools to learn the essential techniques in television broadcasting.
- Assist the admissions department in the direct recruiting of students with strong interest and prior involvement in the television field.

III. Student learning outcomes

Student learning outcomes
SLO #1) Students must be able to operate technical equipment in radio stations.
SLO #2) Students must be proficient in audio and video production software.
SLO #3) Students must know history of the broadcasting industry and the terminology associated with it.
SLO #4) Students must be able to interpret Federal Communication Commission rules and regulations pertaining to the broadcast industry.
SLO #5) Students must be able to identify common legal and ethical situations in media settings and incorporate a decision making process to resolve related questions.

IV. Course map

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC 205</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MC 230</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 275</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MC 330</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MC 380</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MC 390</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MC 391</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MC 400</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MC 401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MC 402</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. Assessment tools

1. **On-air shifts** on KMVC radio assists in assessing SLO #1, 2. Students must be able to operate technical equipment and use software in radio stations. They are required to have an on-air shift at KMVC.
   - On-air projects and application of software are assessed through a rubric through courses.
   - Ultimately, projects are evaluated through an outside resource through the MBEA contest.

2. **Internships**: address all five SLO’s:
   - Students and managers complete reports regarding their broadcasting internship experience outside of our campus.

3. **Production**: audio and video commercials, PSA’s, and news stories assesses all SLO’s.
   - Through repetitious use, students become proficient in audio and video production software.
   - Editing sessions with examples from professional media outlets as well as in-class discussions.

4. **Portfolios** summarize all Student Learning Outcomes and serve as an archive of student work, i.e., newspaper, broadcasting, and any special project (photography or web streaming).
   - Through essay tests and class discussion.

5. **Annual exit exams** assesses #3 and #5 of the student learning outcomes in all areas of media; however, the exit exam does not assess the concentration areas.

6. **FCC tests** assess SLO #4. Understand Federal Communication Commission rules and regulations pertaining to the broadcast industry. This can be done by studying FCC hand-outs; in-class discussion; and, having broadcasting professionals visit the classroom.
   - Through essay tests and class discussion and examples from professional media outlets.

7. **EAS tests** students are required to take EAS tests which are required by the FCC to assess laws and regulations in SLO#3.
VI. Summary of findings

1. **On-air shift:** Overall, students have been rated very high by program directors in their knowledge and use of operational broadcast equipment. No student has been assessed at a low level of their knowledge of equipment. Comments from program directors indicate that our students are more advanced than other internship students from other colleges.

2. **Internships:** Upon returning from their internships, students indicated that employment opportunities might result from their internships. The information from the student reflection papers indicate that the program is preparing them adequately; however, one area of concern from the reflection paper indicates that students want and need more training in news writing and news delivery.

3. **Production:** In addition to graded projects on campus, radio students are required to enter video, audio educational state-wide contests. Television students are encouraged to enter state contests as well. Over the last 5 years students continue to win more awards. This last year radio students won 6 awards and television students 2. This is the first year that any of our video projects have received state awards. However, not much production is taking place on social networks or website management, and lack of sufficient bandwidth for streaming is a hindrance for our students.

4. **Portfolios:** For the broadcast students, the student portfolio shows a depth of knowledge gleaned from the student projects. There is current no rating (outside of the instructor) for this tool.

5. **FCC tests:** The scores from their work indicate that students need more practical application to rules.

6. **Annual Exit Exam:** Mass Communication faculty met and determined that the exit exam is only effective for the mass communication core and does not assess students’ knowledge of their concentration areas. The findings indicate that each concentration should have its own exit exam.

7. **FCC tests** assessing SLO #4. Students are adequate but could use more study in this area.
   - Through essay tests and class discussion and examples from professional media outlets.

8. **EAS tests** again like the FCC tests, demonstrate students’ understanding of knowledge required for SLO #3, but could use more study in this area.

VII. Level of achievement of student learning outcomes

SLO #1) Students must be able to operate technical equipment in radio stations. They are required to have an on-air shift at KMVC.
   - Students complete reports regarding their broadcasting internship experience outside of our campus.
   - Through projects assessed through a rubric.
   - Projects are evaluated through the MBEA contest.

SLO #2) Students must be proficient in audio and video production software. They are required to produce audio and video commercials, PSA's, and news stories.
   - Portfolios summarize all Student Learning Outcomes and serve as an archive of student work, i.e., newspaper, broadcasting, and any special project (photography or web streaming).
   - Provide editing sessions with examples from professional media outlets as well as in-class discussions.
   - Not many of our students have appropriate training in media outlets, through social networking, website management, and streaming video.

SLO #3) Students must know some history of the broadcasting industry and the terminology associated with it. This can be done through class discussion and essay assignments.
   8. Through essay tests and class discussion.
   9. Annual exit exams assessing all student learning outcomes in all areas of media

SLO #4) Understand Federal Communication Commission rules and regulations pertaining to the the broadcast industry. This can be done by studying FCC hand-outs, in-class discussion and having broadcasting professionals visit the classroom.
   10. Through essay tests and class discussion and examples from professional media outlets.
   11. Annual exit exams assessing all student learning outcomes in all areas of media
12. Required to produce EAS tests which are required by the FCC.

VIII. Faculty/ Course/Student information

Table 1. Program faculty and loads
Program faculty are those who taught at least one course in the program in the past year.

**FULL-TIME**

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>David L. Roberts</td>
<td>Communications</td>
<td>6</td>
<td>19</td>
<td>19</td>
<td>30 Master’s</td>
</tr>
<tr>
<td>Stan Silvey</td>
<td>Communications</td>
<td>24</td>
<td>9</td>
<td>9</td>
<td>24 Bachelor’s</td>
</tr>
<tr>
<td>Joe Wittman</td>
<td>Communications</td>
<td>12 (took Silvey’s advisees)</td>
<td></td>
<td>13</td>
<td>Bachelor’s</td>
</tr>
</tbody>
</table>

**PART-TIME or ADJUNCT**

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken Kujawa</td>
<td>Communications</td>
<td>12</td>
<td></td>
<td>34</td>
<td>Bachelor’s</td>
</tr>
</tbody>
</table>

Total credit hours: 12

% of credit hours taught by adjuncts

<table>
<thead>
<tr>
<th>Fall 100-200 level</th>
<th>Spring 100-200 level</th>
<th>Fall 300-400 level</th>
<th>Spring 300-400 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face sections</td>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Studio sections*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internships/practicums</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab (face-to-face) sections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online sections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes total</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>General education classes offered**</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
*A studio class is defined as one that emphasizes skills and practical application, not lecture/discussion. Examples include studio art, performance theatre, and dance.
**Include all general education classes offered in your program area even if they are not part of the major requirements.

### Table 3. Student Profile

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Majors</td>
<td>23</td>
<td>9</td>
<td>32</td>
<td>21</td>
</tr>
<tr>
<td>Minors</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

### IX. Analysis

Our Learning Outcomes and assessment tools are giving our students the knowledge and training they need to compete in the broadcast industry. While below our goal of getting every student a job, we have placed over 50% of our students in the industry, which is good considering all of the mergers taking place in the industry. Feedback from our students and their managers at radio and television stations tells us our students have the technical knowledge and on-air training to be successful. However we are deficient in several areas. We need to continue to upgrade broadcast equipment to keep up with industry standards. Examples would include on-line streaming of our radio station programming, and making our website more interactive for the students to learn management skills.

Our current student to equipment ratio is poor. Therefore, immediate advancements in technology and budgets to meet the needs of current industry standards. Our current job placement for graduates is strong. A cumulative contingency fund is needed for unseen equipment upgrades due to expensive nature of broadcast technology. (For example: a radio broadcast console complete replacement would be approximately ten thousand dollars.)

### X. Action Plan

1) Through on-air training and internships our students are getting the necessary technical training to work in radio and television studios. This feedback comes from station managers who oversee our interns, and from former students working in the field. However we must continue to find the financial resources to upgrade our studio equipment. We need to have our station “streamed” on the internet and we need improvements to the website so our students can transfer their audio and visual work to the internet. These two items are a major part of the broadcast industry. If our students do not have access to on-line streaming and an interactive website, they will be behind students at other institutions. We can obtain this funding through the college or from alumni interested in our mass communication department.

2) Our students spend a lot of time with audio and visual production software. They are proficient in producing and editing audio and visual PSA’s, Missouri Valley College and radio and television station promos. However feedback from former students who return from internships or work in broadcasting indicates we need more training in news writing and delivery. We will add sections to our radio and
television production courses to spend more time in these areas as well as social networking theories and website management issues.

3) It is important for students to know some of the Federal Communication Laws affecting radio and television stations and how it can affect them. Our exit exam indicates that most students are deficient in these areas. We will bring in broadcast professionals to discuss these matters and spend more class time on this subject.

To further advance our broadcast program through the continuous upgrading of equipment including computers and software for training purposes.

Due to failure in expensive equipment, our major would like to set up a line item for budgeting for future setbacks.

To strengthen the education of our students within the SLO’s dealing with production and equipment new focuses continue to be missing in the training of our students. We need to:

- offer the social networking course to cover material regarding social media
- continue to improve streaming capabilities by increasing our bandwidth. Students are still having issues with more complicated projects that require more bandwidth.
- develop an interactive website from our noval.edu website for students to gain management skills in this area of media.

Below: Please list all individuals who assisted in the completion of this report.
Ken Kujawa, Joe Wittman, Dave Roberts and Susan Ditmer.

Updated 4/23/12