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 50% of our eligible graduates in jobs within one year of graduation.
- Grow our major by recruiting 10 new students each year by
  - Early recruitment through our admissions office and its 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, such as advertising and media sales.
- 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 of videos, as well as encouraging visits and 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
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>
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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. **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.

6. **EAS tests** students are required to take EAS tests which are required by the FCC to assess laws and regulations in SLO#3.

7. **SPJ Ethics tests** Students are required to understand all four points of the Society of Professional Journalists guide to ethics and the applications of that code in various circumstances.
VI. Summary of findings/Level of achievement of student learning outcomes

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. Television students are required to “host” Viking Views and produce a 30-minute show.

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 several years students continue to win more awards. This last year radio students won six awards. TV students won two awards. Documentary students produced movie trailers to “advertise” the presentation of the finished documentaries on social media channels, and Viking Views reports were put on the MVCAA YouTube page.

4. **Portfolios:** For the broadcast students, the student portfolio shows a depth of knowledge gleaned from the student projects. There is currently 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. Instructors need to spend more time in class on FCC regulations.

6. **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.

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

8. **SPJ Ethics tests** demonstrate the students’ understanding of ethics issues in newsroom situations, commercial applications and media operations.

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

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.
   - Students are gaining appropriate skills in media outlets, through social networking 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.

- Students gain experience on the broadcasting industry through repeated exercises designed to place the student in a “work” environment to help associate terms with practical application.

SLO #4) Understand Federal Communication Commission rules and regulations pertaining to the broadcast industry. This can be done by studying FCC handouts, in-class discussion and having broadcasting professionals visit the classroom.

- Through essay tests and class discussion and examples from professional media outlets.
- Required to produce EAS tests which are required by the FCC.

VII. Analysis /Interpretation

Our Learning Outcomes and assessment tools are giving our students the knowledge and training they need to compete in the broadcast industry. While our goal is getting every student a job, we have placed more than 50% of our students in broadcasting, which is good considering all of the mergers and downsizing of media personnel 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. A media advertising class would be very helpful. Streaming – placing the KMVC signal on the Internet - costs are approximately $1,500 per annum.

The equipment situation is improved, year-over-year, but it is still not where it needs to be. Improvements in this area must continue in a field where technology changes are rampant and rapid. The administration needs to be aware of the need for some contingency capital fund for big-ticket, sweeping purchases or for the replacement of current equipment due to an unexpected failure. A new TriCaster suite would be approximately $20,000. A new radio transmitter would be $10,000. KMVC radio needs a new audio processor which is $3,000.

VIII. Action Plan/Closing the Loop

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 PSAs, Missouri Valley College and radio and television station promos. However feedback from former students who return from internships or work in broadcasting indicates we still 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. We will continue to put more emphasis on writing inside the courses.

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 project 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 on a yearly basis.
- continue to improve streaming capabilities with better equipment. Many schools are already streaming video in HD.
- Hire a person to work with streaming of school events, to work on updated virtual projects for our campus and division website and to help recruit potential mass communication students. One of our former students, Kathrine Flores, would be a perfect fit for this type of position.

IX. Faculty, Student Information

**Table 1. Program faculty**

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>
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<tr>
<td>David L. Roberts</td>
<td>Communications</td>
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<tr>
<td>Chaz Maddi</td>
<td>Communications</td>
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**ADJUNCT**

Include all adjunct faculty who taught at least one course in the program is the past year regardless of their division affiliation.

(No list of names required)

Number of Adjunct: 1
Table 2. Student Profile

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*Includes August graduates

X. List of individuals who assisted in the completion of this report

Below: Please list all individuals who assisted in the completion of this report.
Ken Kujawa, Chaz Maddi and Susan Ditmer.