

ASSESSMENT PLAN: UNDERGRADUATE MAJOR IN TELECOMMUNICATION ARTS

The purpose of these assessments is to create consensus on our departmental goals, to provide information to the faculty concerning the educational effectiveness of our curriculum, and to identify areas of improvement and excellence. The assessment plans were created by and are implemented by departmental faculty.

A. Learning Outcomes for Telecommunications Arts Majors

Our mission is to hone the critical faculties, creative talents, and ethical perspectives of future communication leaders. Students majoring in Telecommunication Arts should have:

1. A general knowledge of the theory and practice of media systems.
2. A general knowledge of the role of telecommunication in society.
3. The ability to communicate effectively the information and ideas which telecommunication industries typically provide for their audiences.

Specifically upon graduation a student should be able to:

1. The telecommunication arts major should be able to define telecommunications problems; assess relevant audience needs; collect, analyze and report information.
2. The telecommunication arts major should be able to identify and evaluate the structural, regulatory, and ethical issues involved in the business of news and entertainment.
3. The telecommunication arts major should be able to plan, write and execute professional presentations in a format appropriate to their emphasis area.

B. Assessment methods

The following assessment methods will be used to measure the extent to which the department is accomplishing its learning outcomes.

1. Portfolio Analysis. Telecommunication arts majors prepare a

portfolio of their best work. These portfolios were evaluated by faculty in the emphasis area for their organization, clarity, creativity, and professionalism.

2. Capstone projects. Students conduct a project that requires them to analyze and synthesis their accumulated learning in the production of a professional product. These works are judged by faculty for organization, clarity, aesthetics, thoroughness, and other criteria pertaining to effective communication.

3. Internship: Students apply knowledge and skills they have learning in an internship experience. Internship advisors respond to an evaluation request addressing how particular learning outcomes may have or have not been met.

4. Course evaluation analysis. Course evaluations will be examined to assess student's perception of the utility and relevance of courses for the student, as well as the level of intellectual challenge.

5. Exit Survey: A survey of graduating seniors will assess students' response to the major program, teaching effectiveness, and the preparation of student's for the professional world.

6. Alumni Survey: A survey of recent graduate to assess effectiveness of the program for alums as they negotiate their early-stage career.

7. Professional Survey: In conjunction with internship evaluations, this professional survey will allow us to assess employer satisfaction with our majors, as well as general information about the educational strengths and weaknesses of entering employees.

C. Implementation

Data will be collected in a three-year cycle, as described below.

Year One:

Internship
Portfolio Analysis
Capstone Project
Course Evaluations
Exit Survey

Year Two:

Internship

Portfolio Analysis
Capstone Projects
Course Evaluations
Alumni Survey

Year Three:

Internship
Portfolio Analysis
Capstone Projects
Course Evaluations
Professional survey

D. Refinement and Use of Assessment Data

Faculty will jointly develop assessment practices. Each faculty member will be involved in implementing assessment practices within their own courses, as relevant. A committee will analyze data and report to the faculty as a whole on the findings. The committee and faculty will use these findings to suggest recommendation for enhancing assessment and curriculum.