

Department of Radio-TV-Film
Assessment Guidelines
December 6, 2002

Department Mission Statement

Radio, television, and film are vital and influential media in an ever-expanding global community. Effective and ethical use of these powerful mediums of communications is essential for the well being of a democratic society. Consequently, there is an enduring need for individuals trained in the theory and practice of enlightening, instructing, and influencing through radio, television, and film. The educational goals of the academic program leading to the Bachelor of Arts in Radio-TV-Film are to:

- Ensure that all majors are exposed to a broad liberal education;
- Provide majors with a clear understanding and a global perspective of the role of radio, television, and film in society; and
- Prepare majors who desire a career in the radio, television, or film industry by educating them as thoroughly as possible in their areas of interest within the department.

Intended Student Learning Outcomes

In accordance with the stated Department Mission Statement, students should develop specific skills, knowledge sets, and abilities as learning outcomes from the aggregate of coursework within the department. Specifically, upon the successful completion of a baccalaureate degree from the Department of Radio-TV-Film, students will be able to:

1. Apply critical thinking, research, and analysis to accomplish professional and personal goals.
2. Demonstrate skills and knowledge for entry into professional practice.
3. Demonstrate writing proficiency appropriate to the entry level of professional practice.
4. Demonstrate effective use of equipment and technologies appropriate to the entry level of professional practice.
5. Apply effectively appropriate concepts and theories of film and/or the electronic media.
6. Exhibit sensitivity to diversity in all areas of the film and electronic media.
7. Demonstrate a basic knowledge of historical, legal, and ethical issues.

Evaluation Procedures for Each Outcome

A variety of assessment tools is available to measure each programmatic learning outcome. Tools that might be used to determine student learning include the following:

1. Learning Outcome: *Apply critical thinking, research, and analysis to accomplish professional and personal goals.*

Assessment Tools:

- a. Successful completion of a capstone course.
- b. Internship site supervisor evaluations of student interns.
- c. Alumni accomplishments.
- d. Externally juried student competitions.

2. Learning Outcome: *Demonstrate skills and knowledge for entry into professional practice.*

Assessment Tools:

- a. Internship site supervisor evaluations of student interns.
- b. Student employment success upon graduation.
- c. Student academic achievement.
- d. Alumni accomplishments.
- e. Externally juried student competitions.
- f. Portfolio materials.
- g. Data gathered from employers and/or internship sites.

3. Learning Outcome: *Demonstrate writing proficiency appropriate to the entry level of professional practice.*

Assessment Tools:

- a. Student academic achievement.
- b. Successful completion of upper division writing requirement.
- c. Portfolio materials.
- d. Successful completion of courses that require written work.
- e. Standardized proficiency tests.
- f. Data gathered from employers and/or internship sites.

4. Learning Outcome: *Demonstrate effective use of equipment and technologies appropriate to the entry level of professional practice.*

Assessment Tools:

- a. Internship site supervisor evaluations of student interns.
- b. Successful completion of an upper division course that includes a film equipment, electronic media, and/or computer lab component.
- c. Portfolio materials.
- d. Survey of student experiences.

5. Learning Outcome: *Apply effectively appropriate concepts and theories of film and/or the electronic media.*

Assessment Tools:

- e. Internship site supervisor evaluations of student interns.
 - f. Student employment success upon graduation.
 - g. Student academic achievement.
 - h. Externally juried student competitions.
 - i. Successful completion of capstone course.
6. Learning Outcome: *Exhibit sensitivity to diversity in all areas of the film and electronic media.*

Assessment Tools:

- j. Portfolio materials.
 - k. Exit interviews with groups of graduating students.
 - l. Internship site supervisor evaluations of student interns.
7. Learning Outcome: *Demonstrate a basic knowledge of historical, legal, and ethical issues.*

Assessment Tools:

- a. Successful completion of core and capstone courses.
- b. Internship site supervisor evaluations of student interns.
- c. Alumni accomplishments.
- d. Informal exit interviews with groups of graduating students.
- e. Survey of alumni experiences.

Goals and Purpose of the Department Assessment Program

The department's assessment program should do the following (Palomba & Banta, 1999, p. 16):

- Reflect the university's mission and its aspirations for assessment (e.g., UPS 300.022);
- Reflect the departmental mission;
- Ask important questions;
- Reflect programmatic goals and objectives for learning;
- Contain a thoughtful approach to assessment planning;
- Be linked to decision making about the curriculum;
- Be linked to processes such as planning and budgeting;
- Encourage involvement of individuals from on and off campus;
- Contain relevant assessment techniques;
- Include direct evidence of learning;
- Assess learning through multiple measures;
- Reflect what we know about how students learn;
- Share information with multiple audiences;
- Lead to reflection and action by faculty, staff, and students;
- Allow for continuity, flexibility, and improvement in assessment.

Continuing Objectives

As the department reviews intended learning outcomes for its students, it also will review assessment tools already in place, and identify and review others that might be implemented in the future. To that end, continuing objectives are to:

- Review, on a continual basis, the learning objectives of the department's program given the department mission: what students must know, do, and value.
- Review all courses to determine which intended learning outcomes each course addresses.
- Identify and review assessment tools in place at the course level.
- State explicitly the learning outcomes in each course syllabus and identify the appropriate assessment tools for assessing those outcomes.
- Identify and develop additional course tools to assess student learning, if appropriate.
- Review programmatic assessment tools already in place.
- Determine if any programmatic assessment tools should be implemented beyond those already in place.
- Develop timelines and mechanisms for gathering, evaluating, and reporting on feedback about student learning outcomes.
- Link the timelines and mechanisms with departmental curricular and decision-making practices in such a way that student learning is continually promoted and enhanced.
- Identify and empower the group responsible for administering and executing the department's assessment program.
- Share assessment information with internal and external constituencies.
- Develop a program for the evaluation of the department's assessment program itself, for example, by seeking periodic internal, external, and alumni reviews of the program.

References

Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing and improving assessment in higher education*. San Francisco, CA: Jossey-Bass.

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Table

This table is intended to assist the Department of Radio-TV-Film in implementing appropriate and meaningful assessment guidelines. Not every course meets every departmental learning outcome, and some courses focus on additional learning outcomes not listed here. However, on the whole, it is expected that course offerings provide RTVF students measurable learning in each of the seven areas outlined in the columns on the right. If additional learning outcomes are identified, they can be added to column 8.

1. Apply critical thinking, research, and analysis to accomplish professional and personal goals.
2. Demonstrate skills and knowledge for entry into professional practice.
3. Demonstrate writing proficiency appropriate to the entry level of professional practice.
4. Demonstrate effective use of equipment and technologies appropriate to the entry level of professional practice.
5. Apply effectively appropriate concepts and theories of film and/or the electronic media.
6. Exhibit sensitivity to diversity in all areas of the film and electronic media.
7. Demonstrate a basic knowledge of historical, legal, and ethical issues.

Crs	Title	1 Critical	2 Skills	3 Writing	4 Tech	5 Theory	6 Diverse	7 Issues	8
100	Intro RTVF							X	
210	Intro Audio		X		X				
220	Studio TV		X		X				
225	Field Video		X		X				
250	Short Scripts			X					
271	Amer Film 1					X			
272	Amer Film 2					X			
300	Language					X			
301	Film Studies	X				X			
302	TV Studies	X				X			
310	Adv Audio		X		X				
315	Live Radio		X		X				
330	Film Prod 1		X		X				
345	Interactive Ent.					X		X	
350	Story Struc			X					
351	Write: Sitcom			X					
352	Write: Drama			X					
360	Programming	X					X	X	
361	Amer TV	X					X	X	
365	Children's TV	X					X	X	
370	World Cinema					X	X		
371	Cont Am Film					X	X		
375	Doc Film & TV					X	X		
377	National Cinema					X	X		
381	Reg & Censor	X					X	X	
382	Bronze Screen					X	X		
385	Radio Stn Op		X					X	
410	Sound Design		X		X				
425	Adv Video		X		X				
427	Doc Prod		X		X				
430	Film Prod 2		X		X				
430	Cinematog		X		X				
434	Digital FX		X		X				
435	Directing	X	X						
455	Screenplay			X					
472	New Asian					X	X		
480	Management	X					X	X	
495	Internship		X					X	