

Program Review Summary Report

Prepared by the Office of Academic Planning and Assessment

Degree Program Reviewed: Communication, Broadcast Media**Academic Semester Initiated:** Fall, 2015**Concentrations/Minors within the Degree Program:** There are no concentrations or minors within the Broadcast Media major.**Persons/Person Submitting the Program's Response:** Michael GormleyI. Review Team Comments and Recommendations to the Ad Hoc Program Review Committee**Review Team Members:** Xiaofang Wei (CSE/WRM), Edith Davidson (COB/BA), Rebecca Ertel (CHAS/English/OAPA)**Review Team Rating and Score:** Acceptable, 54/72**Review Team Comments and Recommendations:**

The Broadcast Media degree program received an acceptable rating with a score of 54/72.

The program has a mission statement and strategic plan that are well-aligned with the University's mission, priorities, and tenets.

The program engaged a consultant to prepare for specialized accreditation and, based on the consultant's review, meets many accreditation standards, but falls short in several areas. Lack of faculty and non-faculty resources are the biggest challenges for the program. The University must consider increasing funding if the program is to achieve accreditation.

The number of majors and course enrollment is above that of other programs in the college, and while the program is understaffed, it nevertheless provides evidence of successfully engaging students. Its course completion rate is above the average for CHAS and its majors are graduating at rates that appear to be above the University's average. It consistently comprises a greater share of the University's graduating class than its share of the student body. In the fall of 2011, for example, Broadcast Media majors comprised five percent of the student body. In the spring of 2012, however, they comprised eight percent of the University's graduates.

The program presents some evidence to document its faculty are appropriately engaged in advising and has created an advising handbook. The program also provides evidence of faculty service, but little evidence of involvement in research. Scholarship and research have been weak points in recent tenure reviews for program faculty, so mentoring in this area is a critical need.

The program is actively engaged in assessment and is to be commended on its progress and encouraged to continue and expand these efforts.

The program does not track the involvement of its students in extra-curricular activities. The program observes that involvement in extra-curricular activities can have both positive and negative effects, but presents no plan to track the activities of specific students and use these data in advising and mentoring. The program is encouraged to begin tracking student's activities. The program does not sponsor program-specific extra-curricular activities and is encouraged to do so. The program regularly engages its students in internships.

The program has engaged in some long-term planning and has developed two objectives but has fallen short of developing a workable plan for attaining them.

The program plans to initiate a major revision of its curriculum upon completing program review. To adjust to the changing journalism market and student demand, it proposes to collapse the Broadcast and Print Journalism majors into a single Digital Media major. The program supports this proposal with evidence and is encouraged to continue in this direction.

II. Scored Rubric**Central State University Program Review Rubric**

(This rubric will be used to score Section 3 of the Worksheet)

Rubric Category	Exemplary (4)	Acceptable (3)	Emerging (2)	Initial (1)	SCORE	Comments
IDENTITY AND MANAGEMENT						
1. Alignment of Program Mission	The program has a clearly defined mission that is fully aligned with the department, college, and University missions. The University's compelling priorities, tenets, and many of the goals and the objectives of the strategic plan are clearly integrated into the program.	The program has a clearly defined mission that is aligned with the department, college, and University missions. The University's compelling priorities, tenets, and some of the goals and the objectives of the strategic	The program has a mission that is partially aligned with the department, college, and University missions. The University's compelling priorities, tenets and objectives of the strategic plan are not clearly integrated in the program.	The program has no defined mission or a mission that is vaguely articulated or not aligned with the department, college, and University missions or it has not meaningfully integrated the compelling	4	The program has its mission statement and strategic plan that are in alignment with institutional mission.

		plan are integrated into the program.		priorities, tenets, or strategic objectives into its mission.		
2. Alignment of Faculty Work with Program Mission	Faculty productivity (teaching, research, and service) is significant and appropriate to the program's mission.	Faculty productivity (teaching, research, and service) is adequate and appropriate to the program's mission.	Teaching, research, and service activities of program faculty are low or inappropriate to the program's mission.	Teaching, research, and service activities of program faculty are low and inappropriate to the program's mission.	2	While advising & teaching appear to meet expectations, no evidence of research provided. The program is understaffed.
3. Enrollment trends	The number of majors and/or average enrollment in the program's courses is trending upward and is above that of other programs in the college.	The number of majors and/or average enrollment in the program's courses is trending upward or is steady and is near or above that of other programs in the college.	The number of majors and/or enrollment in the program's courses is trending downward or below that of other programs in the college.	The number of majors in the program ranks in the lower third of those in the college or average enrollment in the program's courses is trending below that of other programs in the college.	4	Average enrollment is steady based on supporting documentation. <i>The number of majors and courses enrollment is above that of other programs in the college.</i>
4. Most Recent Graduation Rate	Program graduation rate above college average.	Program graduation rate at or no more than 5% below college average.	Program graduation rate 6-10% below college average.	Program graduation rate more than 10% below college average.	4	<i>Program graduation rate is above college average.</i>

5. Avg. Course Completion in Discipline	Course completion rate above college average.	Course completion rate at or no more than 5% below college average.	Course completion rate 6-10% below college average.	Course completion rate more than 10% below college average.	4	(77.5% versus 77.2%). <i>Course completion rate is above college average.</i>
6. Enrollment Management	The program tracks its enrollment trends, has functioning plan and ongoing activities for managing enrollment in its program, and has met or exceeded its enrollment goals.	The program tracks its enrollment trends, has a viable plan for managing enrollment in its program, and is progressing toward meeting its enrollment goals.	The program tracks its enrollment trends and has plan for achieving optimum enrollment, but has made little or no progress toward achieving the goals of the plan.	The program does not track its enrollment trends or has no acceptable plan for managing enrollment in its program.	3	Tracks enrollment but has not set specific enrollment goals. <i>The program tracks its enrollment trends but no evidence of ongoing activities.</i>
7. Relevance and currency (curricular updates, graduate placement, employment prospects)	Program has many innovative curricular updates; consults with employers, graduate schools, and other relevant outside stakeholders; and provides data showing excellent graduate placement (graduate school and employment) and, if applicable, licensure exam pass rates.	Program has many curricular updates, provides some evidence of consultation with outside stakeholders, and provides data showing acceptable graduate placement (graduate school and employment) and, if applicable, licensure exam pass rates.	Program has had some curricular updates, but does not provide evidence of consultation with outside stakeholders or does not provide data supporting acceptable graduate placement (graduate school and employment) and/or licensure exam pass rates.	Program has not been updated in past 5 years, does not provide evidence of consultation with outside stakeholders, does not have placement data, failed to place graduates at acceptable rates, or graduates do not pass licensure exams at acceptable rates.	3	Does not indicate what outside stakeholders are consulted or how this information is utilized. Extensive course revisions planned. <i>The program provides updated curricular and some evidence of consultation, but not showing excellent graduation placement.</i>

8. Support for Extracurricular Activities	The program sponsors appropriate extracurricular activities, tracks its students' involvement in extra-curricular activities within and outside of the program, and provides appropriate advising to ensure participation supports academic success.	The program sponsors appropriate extracurricular activities, tracks its students' involvement in extracurricular activities within and outside of the program, and provides advising to ensure participation supports academic success.	The program sponsors appropriate extracurricular activities but does not adequately track student participation or does not provide evidence demonstrating effective advising to ensure participation supports academic success.	The program does not sponsor appropriate extracurricular activities and/or does not track student participation in departmental or other extracurricular activities.	2	Does not appear the program sponsors any extra-curricular activities nor do they appear to be interested in doing so. <i>The self-study does not provide enough evidence for extracurricular activities and student participation.</i>
ASSESSMENT						
9. Learning Outcomes	The program outcomes are appropriate and comprehensive. Relevant institution-wide learning outcomes are included. The program outcomes describe how students can demonstrate their learning. Faculty have agreed on explicit criteria statements, such as rubrics, and have identified examples of student performance at varying levels for each outcome.	The program has reasonable outcomes that focus on the key knowledge, skills, and values students learn in the program. It includes relevant institution-wide outcomes (e.g., communication or critical thinking skills). Outcomes are appropriate for the level. Nearly all outcomes describe how students can	The program has reasonable outcomes that focus on the key knowledge, skills, and values students learn in the program. It includes relevant institution-wide outcomes (e.g., communication or critical thinking skills). Outcomes are mostly appropriate for the level. Most outcomes describe how students can demonstrate learning. E.g., "Students can write reports in APA style" or "Students can make original contributions to biological knowledge."	The program may not have explicitly stated outcomes or the outcomes are very incomplete, overly detailed or broad, inappropriate, or otherwise problematic. The outcomes may confuse learning processes (e.g., prepares a portfolio) with learning outcomes (e.g., writes an effective application	3	Faculty members have developed their own rubrics, but there is no evidence these have been agreed upon. <i>The program provides course learning outcomes and faculty participation in assessment.</i>

		demonstrate learning. E.g., "Students can write reports in APA style" or "Students can make original contributions to biological knowledge." Faculty have agreed on criteria for assessment.		letter). Outcomes may not identify how students demonstrate learning. I.e., Statements such as "Students understand scientific method."		
10. Curricular Design and Coherence	The curriculum provides opportunities for students to learn and to develop increasing sophistication with respect to each outcome. This design is summarized in a curriculum map which shows in which courses outcomes are introduced, practiced/reinforced, mastered, and assessed.	The curriculum provides opportunities for students to learn and to develop increasing sophistication with respect to each outcome. This design is summarized in a curriculum map which shows in which courses outcomes are present and assessed.	Students are given reasonable opportunities to develop the expected knowledge/skills/attitudes of the outcomes in the required curriculum. The curriculum is summarized in a curriculum map.	There is no clear relationship demonstrated between the outcomes and the curriculum. The program does not provide a curriculum map.	4	Clearly ties outcomes to courses. Sequence appears to increase in sophistication. <i>The program provides a curriculum map for majors, but needs to be aligned with national accreditation standard.</i>
11. Assessment Planning and Revision	The program has a well-articulated, sustainable assessment plan that describes when and how each program	The program has a well-articulated, sustainable assessment plan that describes when and	The program assesses its course learning outcomes but may have only a rudimentary assessment plan or select which outcome(s) or course(s) to assess on an ad hoc basis. The program may describe	The program does not adequately demonstrate that it systematically gathers, analyzes, and	2	Two courses have been implemented to help faculty assess whether students are

	outcome will be assessed and how improvements based on findings will be implemented. The program has collected, analyzed, and used assessment data for improvement.	how each program outcome will be assessed and how improvements will be implemented. The program is collecting assessment data and is on course for completion of a full assessment cycle within the academic year.	how improvements will be implemented, but has not yet used assessment data for program improvement.	uses assessment data to inform curricular change and improvement.	achieving learning outcomes, but no data has been collected or analyzed. <i>The program provides course learning outcomes, but not enough evidence for improvement and implementation of assessment results.</i>
12. Compliance with External Standards	The program provides satisfactory evidence that it meets or exceeds recognized professional standards in the discipline.	The degree program provides evidence that it meets most national standards, an explanation for areas of non-compliance, and a plan for addressing weaknesses.	The degree program provides evidence that it meets most national standards, but may lack an articulated strategy for bringing the program into compliance.	The degree program does not provide sufficient evidence that it meets most national standards and/or an adequate explanation for areas of non-compliance, and/or a reasonable plan for addressing weaknesses.	2 Falls short of the ACE in JMC in 5 of 9 standards. <i>The program meets most of its professional / national standard and has a strategic plan.</i>
STABILITY AND DEVELOPMENT					
13. Program Faculty	The program has the appropriate number of qualified faculty to perform its teaching, research, and service functions. Courses are offered regularly and according to the catalog, course enrollments do	The program has an adequate number of qualified faculty. Course enrollments do not reveal consistent under or over-enrollment. Some faculty	The program does not have an appropriate number and/or mix of appropriately credentialed faculty to support its teaching, research and service functions. Courses may not be offered according to the catalog or may be taught by faculty with only minimum qualifications.	The program does not have an appropriate number of qualified faculty. Class enrollments reveal consistent under or over-enrollment,	2 As stated, staffing the program with 2 full-time employees is inadvisable. <i>The program does not have adequate number of qualified faculty.</i>

	not reveal consistent under or over enrollment, and the number of sections available are adequate for University needs each semester. No more than one-third of the program's sections are taught by adjuncts and the program presents evidence that it maintains high quality student advising and support.	lines may be unfilled, but course offerings are maintained and the number of sections available is usually adequate for university needs. Fewer than 40% of the program's sections are taught by adjuncts and the program presents evidence showing the number of full-time faculty is sufficient to provide appropriate student advising and support.	Classes are frequently under or over-enrolled or not offered. More than 40% of the program's sections were taught by adjuncts. The program provides only minimally adequate student advising.	classes are not offered due to lack of faculty, or the number of sections available is often inadequate for University needs. Fifty percent or more of the program's sections are taught by adjuncts and the program presents little or no evidence of adequate student advising.	<i>The program has insufficient faculty for student advising.</i>
14. Non-faculty resources	A statement of non-faculty personnel and resource needs for the next 5 years are identified, well-supported by evidence, and demonstrates consideration of field changes and university needs. Funding needs are documented, realistic, and competitive.	A statement of non-faculty personnel and resource needs for the next 3-5 years is present and is supported by evidence and demonstrates consideration of field changes and University needs. Salary/cost	A statement of non-faculty personnel and resource needs for the next 3-5 years is present but may not be adequately supported or demonstrate consideration of field changes and University needs. Salary estimates are included but may not be documented.	A statement of non-faculty personnel and resource needs for the next 3-5 years may not be present, may not be supported by evidence, or may not demonstrate consideration of field changes and university needs.	4 Lists needs for additional resources such as a television studio, classroom upgrades and computers, etc. <i>The self-study report demonstrates a clear understanding and excellent plans for non-faculty</i>

		estimates are present.		Salary estimates may be missing.		<i>resources in order to sustain and advance the program.</i>
15. Faculty Development and Program Excellence	Program has many examples of faculty excellence in teaching, research, and service. Program faculty actively engage in professional development, research, and service as evidenced by publications, presentations, and other professional activities. Adjunct faculty are trained and well-supported.	Program has several examples of faculty excellence in teaching, research, and service. Program faculty engage in professional development, research, and service as evidenced by publications, presentations, and other professional activities. Adjunct faculty are trained and supported.	Program provides some examples of faculty excellence in teaching, research, or service. Program faculty anticipate in some professional development activities. Some evidence of faculty presentations, publication, or other professional activity is provided. Program provides little evidence of training or support for adjuncts.	Program provides no or few examples of faculty excellence. Program faculty are sometimes absent from required University-sponsored professional development activities, including department, college, and University Senate.	2	Substantiates excellence in teaching for 1 professor and adequate service work. No research evidence provided. <i>The program provides some example of faculty excellence in teaching, but no in the areas of research and publication.</i>
16. Cost to Degree	The program cost to degree is near or below the state average and the program is engaged in reducing costs.	The program cost to degree is slightly above the state average and the program is engaged in reducing costs.	The program cost to degree is significantly above the state average and the program is engaged in reducing costs.	The program cost to degree is significantly above the state average and the program provides no evidence of efforts to reduce costs.	3	Need additional evidence the program is engaged in reducing costs. <i>The cost to degree of the program is slightly above the state average and an explanation was given.</i>
17. SWOT Analysis	The Program uses an evidence-based approach to identify strengths and	The Program uses an evidence-based approach to	The Program identified strengths and weaknesses but supplies little evidence to support	The Program has not identified strengths and	3	Program needs additional strategies for

	weaknesses and has collectively developed and implemented ongoing strategies for enhancing areas of strengths and addressing weaknesses.	identify strengths and weaknesses and has developed strategies for enhancing areas of strength and addressing weaknesses.	its conclusions or has not developed strategies for enhancing areas of strength and addressing weaknesses.	weaknesses or supplies no evidence to support its conclusions or has not developed strategies for enhancing areas of strength and addressing weaknesses.		enhancing areas of strength and weaknesses. <i>The program provides detailed SWOT analysis on, but fell short on solving the pressing issues on faculty development within the program.</i>
18. Goals and Objectives	The program has a complete strategic plan with at least three specific objectives to enhance quality and efficiency. Evidence is provided to support the viability and implementation of these objectives.	The program has at least three specific objectives to enhance quality and efficiency. Evidence is provided to support the viability and implementation of these objectives.	The program has fewer than three specific objectives to enhance quality and efficiency or does not provide adequate evidence supporting the viability and implementation of its objectives.	The program has no specific objectives to achieve and enhance quality and efficiency or does not provide adequate evidence supporting the viability and implementation of its objectives.	3	Program provides 2 long-term goals. <i>The program has stated its two objectives and provided evidence of implementation, but no evidence of completion.</i>
Total Score					54	

III. Ad Hoc Program Review Committee Recommendations to the Provost

Ad Hoc Program Review Committee Comments:

The Communications Broadcast Media Program did well on the internal program review. It is suggested that the program become more engaged in mentoring junior faculty members in research and scholarship activities. It is noted that the program is understaffed and this is impeding efforts toward program accreditation.

Recommended Actions:

No further action until the program's next scheduled review.

Possible Actions

No further action until the program's next scheduled review

Submit interim progress report(s) on one or more items on the worksheet

Perform program viability study to consider accreditation, modification, or discontinuation of the degree program

Other

IV. Provost's Review and Required Actions**Provost's Comments:**

Future investment of the program requires that its members begin to develop a robust plan with a very clearly stated mission and learning outcomes consistent with the 9 standards that the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires prior to moving forward with the restructuring the programs into a **Digital Media** major. The Department needs to be more precise as to what aspects of Digital Media they are contemplating and do a needs assessment of the equipment that the university presently has in order to make that change. If the Department wishes to substantially change the major, then accomplish the redesign must also follow the same path and that the intended major is consistent with the standards set by the proper accreditation agency.

It is clear that the faculty members have to show evidence that the scholarship has been met in the event of a post-tenure process.

A clear strategic plan that addresses the recruitment of students into the major and the integration of co-curricular activities that can be aligned with the professional credentials of the industry is required by the middle of May 2017.

The program should also create an Advisory Committee with membership from the business and the broadcasting digital media industry community. The committee members should meet quarterly and assist the program to align its curriculum with the expectations of professionals in their field until the academic programs is ready to apply for accreditation. It has to be clearly understood this the "accreditation process" is the way to validate the quality of our academic programs. As such, this should be the highest priority for the program to continue and the assurance that its graduates are receiving the quality credentials to participate in the various professions that the nm major purports to prepare.

As the present program reaches the above benchmarks, the University will make every possible way that it can support new faculty and other designated positions that will support the academic and administrative demands of the program.

By the end of May 2017, the Department should submit a draft of the plan that addresses all of the above benchmarks and that a designated date for the request of candidacy to ACEJMC.

Final Program Rating : Acceptable

Required Actions and Due Date(s): A draft addressing the major concerns of the program and an outline how the nine standards of ACEJMC by May of 2017.

Signature of the Provost and Vice President of Academic Affairs *Pedro L. Martinez*

Date January 22, 2017

Please return the report to the Office of Academic Planning and Assessment for filing with the Ad Hoc Committee on Program Review.

Date of Report to the Senate: [Click here to enter a date.](#)