

SACS 2010 PROGRAM ASSESSMENT
COMMUNICATION BACHELOR OF ARTS DEGREE
ENTERTAINMENT AND THE RECORDING INDUSTRY
TAVIS SMILEY SCHOOL OF COMMUNICATION
TEXAS SOUTHERN UNIVERSITY
2008-2009

MISSION OF THE PROGRAM: The primary mission of Entertainment and The Recording Industry (ENTR) program is to prepare students for entry into the workforce, entrepreneurship, and for graduate study. It is an interdisciplinary degree program, places an emphasis on preparing mass communication students for non performing careers in administrative leadership. The program focuses on five main competency skills: (1) Writing, Speaking, and Critical Thinking. (2) Overall Communication Systems; (3) Technological Tools; (4) Research and Analysis; and (5) Theory, Performance and Production.

STUDENT LEARNING GOALS

1. To develop business writing, speaking, and critical thinking skills.
2. To understand the role of entertainment and the recording industry ethics and social communication systems.
3. To comprehend the use and function of entertainment technology in society.
4. To become knowledgeable of research and research analysis for Entertainment and the Recording industry.
5. To become competent in administrative entertainment theory, performance and production.

STUDENT LEARNING OBJECTIVES/OUTCOMES FOR THE PROGRAM

In consultation with the faculty, students currently in the program, alumni and the Tavis Smiley School of Communication Advisory Board, the following eleven student learning outcomes were identified as vital for building the five competency skills required for students with a BA degree in Entertainment and The Recording Industry.

Goal 1 To develop business writing, speaking, and critical thinking skills.

Objective 1 Writing & Speaking Ability

- 1.1 Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.
- 1.2 Demonstrate competency in applying communication skills in practical situations.

Objective 2 Critical Judgment

- 2.1 Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- 2.2 Demonstrate the ability to analyze communication problems by identifying and evaluating the components of communication phenomena.

Goal 2 To understand the role of entertainment and the recording industry ethics and social communication systems.

Objective 3 Communication Systems

- 3.1 Apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances in society.

3.2 Demonstrate ethical leadership in non mediated organizations

Objective 4 Historical & Social Knowledge

- 4.1 To demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- 4.2 Demonstrate an understanding of historical, economical, political, and social variables that function in communication institutions and social systems.

Objective 5 Cultural Competencies

- 5.1 To demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- 5.2 Demonstrate ability to work in teams and contribute toward development of communication presentations, productions and narratives.

Goal 3 To comprehend the use and function of entertainment technology in society

Objective 6 Technical Competencies

- 6.1 To apply tools and technologies appropriate for the communications professions in which they work.
- 6.2 Demonstrate ability to use software and hardware applications to solve communication problems, and design preventions and produce communication artifacts.
- 6.3 Demonstrate proficiency in the use of hardware technology in appropriate communication contexts.

Goal 4 To become knowledgeable of research and research analysis for Entertainment and the Recording industry.

Objective 7 Critical Thinking

- 7.1 To demonstrate ability to think critically and analyze phenomena.
- 7.2 To demonstrate ability to discern among human and technological resources in the application of social problem solving.

Objective 8 Research Ability

- 8.1 Conduct research and evaluate information by methods appropriate to communication professions in which they work.
- 8.2 Demonstrate ability to work as part of research team to achieve set objectives.

Objective 9 Statistical Concepts

- 9.1 Apply basic numerical and statistical concepts.
- 9.2 Demonstrate ability to conduct research and search queries through the use of various tools and information resources.

6. Goal 5 To become competent in administrative entertainment theory, performance and production.

Objective 10 Communication Theory

- 10.1 To apply theories to concepts in use of oral communication methods.
- 10.2 Apply theories to concepts in use and presentation of images and information.

Objective 11 Transformational Learning

- 11.1 To demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- 11.2 To demonstrate the ability to work in a professional manner as part of a team to achieve set objectives.

MAPPING OF COURSES TO STUDENT LEARNING OUTCOMES:

The courses in the program are designed to introduce, reinforce, practice and build increasing mastery of the material. The required courses are especially focused on the learning goals and serve to measure the learning objectives of the program. A variety of electives enrich the program by adding focus courses in area, genre, and approaches.

MAPPING OF COURSES TO STUDENT LEARNING OBJECTIVES/OUTCOMES/: ENTERTAINMENT AND THE RECORDING INDUSTRY- Each of the courses listed below is designed to introduce (I), reinforce (R), or master (M) the learning goals and objectives:

Course #	Objective 1 Writing & Speaking Ability	Objective 2 Critical Judgment	Objective 3 Statistical Concepts	Objective 4 Communication Ethics	Objective 5 Historical and Social Knowledge	Objective 6 Cultural Competencies	Objective 7 Technological Concepts	Objective 8 Critical Thinking	Objective 9 Research Ability	Objective 10 Communication Theory & Analysis	Objective 11 Transformational Learning
ENTR 300 The Recording Industry	R	M	I	R	R	M	R	M	R	R	M
ENTR 305 Black Entertainment	M	R		M	M	M	R	M	M	M	M
ENTR 310 Publishing and Media Policy	M	M	I	R	R	R	M	R	M	M	M
ENTR 450 Entertainment Management	M	M	R	M	R	M	M	M	R	M	M
ACCT 231 Principles of Accounting I	I	R	R	R	I	I	I	I	R	I	I
ACCT 232 Principles of Accounting II	R	R	M	R	R	I	R	R	M	R	R
CM 430 Internship I	M	M	R	M	M	R	R M	M	R M	R	M
ECON 231 Principles of Economics I	R	R	R	I	I	I	I	I R	R	I	I
MATHS 135 Mathematics for Business and Economic Analysis	I	R	R	I	I	I	I R	R	R	I	I
MATHS 136 Pre calculus	I	R	R	I	I R	I	I R	R	R	I	I

Course #	Objective 1 Writing Ability	Objective 2 Critical Judgment	Objective 3 Statistical Concepts	Objective 4 Communication Ethics	Objective 5 Historical and Social Knowledge	Objective 6 Cultural Competencies	Objective 7 Technological Concepts	Objective 8 Critical Thinking	Objective 9 Research Ability	Objective 10 Communication Theory & Analysis	Objective 11 Transformational Learning
MGMT 300 Principles of Management	R	R	R	M	R	R	R	I R	I	R	R
FIN 301 Basic Financial Management	R	R	M	R	R	R	R	R	M	R	M
RTF 230 Introduction to Media Studies	I	I	I	I	M	R		I	I	R	
RTF 344 Media Management and Marketing	I			I	R	R	I	I	I	R	I
CS 117 Introduction to Computer Science II	I	R		I	I		R	R		R	R
CS 120 Introduction to Programming in C++	R	R	R	R	R	R	R	R	R	R	R

Assessment Plan	Objective 1 Writing Ability	Objective 2 Critical Judgment	Objective 3 Statistical Concepts	Objective 4 Communication Ethics	Objective 5 Historical and Social Knowledge	Objective 6 Cultural Competencies	Objective 7 Technological Concepts	Objective 8 Critical Thinking	Objective 9 Research Ability	Objective 10 Communication Theory & Analysis	Objective 11 Transformational Learning
Programs & Courses											
Capstone Course											
Written Comprehensives or pre-Professional Examinations											
Portfolio & Web-site Assessment											
Internships											
Papers Presented, Student Competitions Entered & Awards Earned											
Job Placements											
Graduate Programs Entered											
First Year Student Surveys											
Exit Interviews & Graduate Surveys											

ASSESSMENT PLAN FOR STUDENT LEARNING OUTCOMES

Direct Assessment Measures

1. Programs & Courses
2. Capstone course
3. Written comprehensives or pre-professional examinations
4. Portfolio and Web Site Assessment
5. Internships

Indirect Assessment Measures:

6. Papers presented, student competitions entered and awards earned
7. Job placements
8. Graduate programs entered
9. First year student surveys
10. Exit interviews and graduate surveys

1. PROGRAM COURSE OFFERINGS, PROGRAM ADVISEMENT, & STUDENT MENTORING

- a. The Entertainment program has a main core and a set of required courses.
- b. The courses can be grouped as: (1) History and Systems Structure, (2) Accounting and Finance, (3) Management, and (4) Technical Aspects.
- c. Specialty credits (18 hours), reflecting entertainment emphasis areas, are also required.
- d. The required courses are offered on a regular rotation to expedite retention and graduation.
- e. Available qualified faculty instructors teach these courses on a rotating basis.
- f. The advisement of majors is organized, and faculty advisors are trained by the registrar.
- g. The mentoring of students is strengthened through extracurricular events in which students participate with faculty and selected practicing professionals. Events include the fall Duke Peacock Records Conference, historical video interviewing, spring TSSOC Communication Week and Intercultural Communication Conference.
- h. An advisory committee is being planned in spring 2009 for Entertainment that will consist of executives, alumni, students and community leaders to assist in program assessment.

2. CAPSTONE COURSE(S): Entertainment offers capstone courses based upon its required core:

- a. ENTR 450 – Entertainment Management
- b. CM 430 – Internship is a capstone for all TSSOC majors.

SEMESTER	# STUDENTS	Participating Faculty	Senior project	EXAMS	REMARKS
Fall 2008					
Spring 2009					

3. WRITTEN COMPREHENSIVES:

- a. Final written comprehensive tests to be given to graduating seniors.
- b. Written comprehensives given as part of the Capstone course.

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SEMESTER	# STUDENTS	TEST TYPE	RESULTS	USE of SCORES	REMARKS
Fall 2008					
Spring 2009					

4. PORTFOLIO ASSESSMENT:

- a. Portfolios are utilized in a limited manner by individual instructors in specific courses.
- b. The Capstone Course for each track will include a portfolio assessment based on a rubric that captures the major goals, objectives and outcomes for the ENTR program.
- c. Web Site Development: this is an important development for students to self actualize their careers.
- d. The capstone course portfolios and web-sites will be evaluated by an external panel of advisors.

5. PAPERS, CONTESTS ENTERED AND NEWS ARTICLES SUBMITTED FOR PUBLICATION:

- a. Our students will present at our TSSOC Intercultural Communication Conference regularly. We will encourage greater conference submission and the publication or viewing of other works from our students. Faculty have actively encouraged and guided students to present at professional gatherings, produce for public viewing and to write for publication.
- b. The Department will produce a regular schedule of audio and video projects with faculty and professionals (recordings) and students will be actively involved in planning and administrative policies regarding each production.
- c. The variety of expertise of the regular faculty makes it possible for many students to find and develop research and publication/programming topics congruent with the students' interests.
- d. Entertainment will sponsor a fall Duke Peacock Records Conference where students can present their administrative oriented work
- e. Entertainment will sponsor a symposium for student presentations during TSU Research Week in the spring

SEMESTER	# STUDENTS	CONFERENCE PRESENTATION	PUBLISHED	AWARDS	REMARKS
Fall 2008					
Spring 2009					

6. INTERNSHIPS: CM 430

- a. Internally, the TSSOC has provided students with internships.
- b. The internship is a capstone for all TSSOC majors.

7. GRADUATE PROGRAMS ENTERED

SEMESTER	# STUDENTS	Internships	Jobs	Graduate Programs	REMARKS
Fall 2008					
Spring 2009					

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8. **EXIT INTERVIEWS** with graduating seniors and surveys of students and alumni have not been done formally.
 - a. A student satisfaction survey will become a part of every Blackboard course beginning in the fall 2008.
 - b. A survey will be sent each May to recent graduates and alumni of the program asking for suggestions for improvements beginning in the 2009-2010 school year.

9. EXIT INTERVIEWS AND GRADUATE FOLLOW-UP

Semester	# Students	Survey Type	Results		Remarks

ASSESSMENT TIMELINE for 2008-2009: The following represents planning that took place during the 2007-2008 school year:

ACTION PLAN (SUMMARY) for 2008-2009

1. Major need of program is EXTERNAL VALIDATION
 - a. Core Curricular skills in graduating majors
 - b. Major Field Assessment: We are currently searching for appropriate tests.
 - c. Consider rising junior exam for Entertainment majors using an external measurement like the teachers certification test.
2. Utilize PORTFOLIOS and personal Web Sites; set up a system for portfolio and Web Site evaluation.
3. Develop an INTERNAL ASSESSMENT as a record and copies of major papers, projects, and research accomplished in knowledge of WRITING SKILLS and style, such as the Associate Press (AP) Style, so as to test the proficiency in writing, editing, and the rigor of the research, and scholarship modeled on Graduate Proficiency Test.
4. SURVEY students and graduates annually starting in Spring 2009.
 - a. Send out anonymous survey through Blackboard
 - b. Hold exit interviews with graduates starting in Fall 2008.
 - c. Inquire of TSU Institutional Effectiveness for surveys available.
 - i. We have identifies the current incoming freshman survey and exit survey currently in use by Institutional Effectiveness and will modify it for our majors.
 - ii. We plan to administer the survey information beginning in the fall 2008.
 - d. Add a question about co-curricular activities to all TSSOC student surveys.

PROGRAM ASSESSMENT PARTICIPANTS: The program assessment was completed with the input of a variety of faculty, alumni, students and professional/independent experts.

SEMESTER	PROGRAM FACULTY	PROGRAM GRADUATES	PROGRAM STUDENTS	EXPERTS professional & independent	REMARKS

PARTICIPATING IN PROGRAM ASSESSMENT: FACULTY, ALUMNI, STUDENTS,

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INDUSTRY PROFESSIONALS AND COMMUNITY LEADERS:

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