Program
BFA, Electronic Media

Department
Electronic Media Division

College
College-Conservatory of Music

Year
2014

Assessment Committee Chair:

John W. Owens
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Faculty Committee:
TBD
I. Program Overview

The Electronic Media Division provides an undergraduate media degree program that is student-centered, professionally relevant, artistically stimulating and focused on creative storytelling.

- Student-centered: small class sizes, flexible curriculum
- Professionally relevant: hands-on learning, internship requirement, exposure to tools of the trade
- Artistically stimulating: focus on storytelling and creativity, uniquely positioned within CCM.
- Grounded in the liberal arts: general education/foreign language/minor requirement

The curriculum of Electronic Media Division is designed to develop media content creators who are comfortable telling stories across multiple media yet have expertise in either video production, audio production, interactive media or media journalism.

II. Program Outcomes

Original Program Learning Outcomes

Those students receiving a Bachelor of Fine Arts in Electronic Media will be able to:

1. Identify the many levels of craftsmanship and artistry present in modern media.
2. Describe the economic realities of media content creation and distribution.
3. Demonstrate ethical decision-making and respect for their craft, their audiences and the role of media in society.
4. Employ a variety of storytelling strategies and techniques to effectively communicate across diverse media platforms with the intent of affecting specific target audiences.
5. Apply media production skills to service-learning projects in the Cincinnati metropolitan area.
6. Develop an expanded worldview through a rigorous liberal and fine arts curriculum and opportunities for international study.
7. Create innovative media content that demonstrates knowledge of relevant theoretical principles and their effective application through modern media.
Proposed new Program Learning Outcomes:

Those students receiving a Bachelor of Fine Arts in Electronic Media will be able to:

1. Identify the many levels of craftsmanship and artistry present in modern media.
2. Describe the economic realities of media content creation and distribution.
3. Demonstrate ethical decision-making and respect for their craft, their audiences and the role of media in society.
4. Employ a variety of storytelling strategies and techniques to effectively communicate across diverse media platforms with the intent of affecting specific target audiences.
5. Create innovative media content that demonstrates knowledge of relevant theoretical principles and their effective application through modern media.
### III. Curriculum/Program Map

<table>
<thead>
<tr>
<th>Key</th>
<th>Required Courses/Experiences in P-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>D: Developing</td>
<td>EMED 2025</td>
</tr>
<tr>
<td>A: Achieved</td>
<td>EMED 3030</td>
</tr>
</tbody>
</table>

#### Outcomes

<p>| PLO#1: Identify the many levels of craftsmanship and artistry present in modern media | I/E | I/E, D | D | D | D | D |
| PLO#2: Describe the economic realities of media content creation and distribution | I/E | D | D | D | D |
| PLO#3: Demonstrate ethical decision-making and respect for their craft, their audiences and the role of media in society | I/E | D | D | D | D |
| PLO#4: Employ a variety of storytelling strategies and techniques to effectively communicate across diverse media platforms with the intent of affecting specific target audiences | I/E, D | I/E, D | D | D | D |
| PLO#5: Create innovative media content that demonstrates knowledge of relevant theoretical principles and their effective application through | I/E | I/E | D | D | D |</p>
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<tr>
<td>I/E: Introduced/Emerging</td>
<td>EMED Capstone</td>
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### IV. Methods and Measures

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tools</th>
<th>Course/Experience</th>
<th>Timeline</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLO#1:</strong> Identify the many levels of craftsmanship and artistry present in modern media</td>
<td>Written Critique at I/E level Media Project Assignment for D and A levels</td>
<td>EMED 1001- I/E EMED Mid-Collegiate- D EMED Capstone - A</td>
<td>Data collected annually</td>
<td>Assessment committee</td>
</tr>
<tr>
<td><strong>PLO#2:</strong> Describe the economic realities of media content creation and distribution.</td>
<td>Assignment at I/E level Written Reports a the D and A levels</td>
<td>EMED 1001 - I/E EMED 2001/2006 - D EMED Capstone - A</td>
<td>Data collected annually</td>
<td>Assessment committee</td>
</tr>
<tr>
<td><strong>PLO#3:</strong> Demonstrate ethical decision-making and respect for their craft, their audiences and the role of media in society.</td>
<td>Test at I/E level Project at D level Research paper at A level</td>
<td>EMED 1001 - I/E EMED2015 - D EMED 3030/3035</td>
<td>Data collected annually</td>
<td>Assessment committee</td>
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<td><strong>PLO#4:</strong> Employ a variety of storytelling strategies and techniques to effectively communicate across diverse media platforms with the intent of affecting specific target audiences.</td>
<td>Media projects at all levels I/E, D &amp; A</td>
<td>EMED 1005/1006 - I/E EMED 2001/2006/2015 - D EMED Capstone - A</td>
<td>Data collected annually</td>
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<td><strong>PLO#5:</strong> Create innovative media content that demonstrates knowledge of relevant theoretical principles and their effective application through modern media.</td>
<td>Media projects at all levels I/E, D &amp; A</td>
<td>EMED 1005/1006 - I/E EMED 2001/2006/2015/Mid-Collegiate - D EMED Capstone - A</td>
<td>Data collected annually</td>
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2014-15 Assessment Touchpoints

PLO#1: Identify the many levels of craftsmanship and artistry present in modern media.

I/E Level: EMED 1001: Media in Your Life; Fall 2014; Professor Owens
D Level: EMED 3006: Sound for Picture; Fall 2014: Professor Parker
A Level: EMED 4003: Advanced Video Production; Spring 2015; Professor Burke

PLO #2: Describe the economic realities of media content creation and distribution.

I/E Level: EMED 1001: Media in Your Life; Fall 2014; Professor Owens
D Level: EMED 2001: Digital Video; Fall 2014: Professor Tirumala; News Writing
A Level: EMED 4025: Media Programming and Management; Spring 2015; TBD

PLO #3: Demonstrate ethical decision-making and respect for their craft, their audiences and the role of media in society.

I/E Level: EMED 1001: Media in Your Life; Fall 2014; Professor Owens
D Level: EMED 2015: Writing for Media; Fall 2014; Professor Limor ; Digital Video
A Level: EMED 3030: Issues and Ethics; Spring 2015: Professor Rashid

PLO #4: Employ a variety of storytelling strategies and techniques to effectively communicate across diverse media platforms with the intent of affecting specific target audiences.

I/E Level: EMED 1006: Integrated Media Production II; Spring 2015: Professor Hebbeler
D Level: EMED 2015: Writing for Media; Fall 2014; Professor Limor
A Level: EMED 4040: Studio CCM; Spring 2015: TBD

PLO #5: Create innovative media content that demonstrates knowledge of relevant theoretical principles and their effective application through modern media.

I/E Level: EMED1005: Integrated Media Production I; Fall 2014: Professor Tirumala
D Level: EMED 2006: Digital Audio Production; Fall 2014; Professor Parker
A Level: EMED 4040: Studio CCM; Spring 2014; TBD
ACADEMIC TERM: ________  FACULTY MEMBER: ________________________________

COURSE: ________________________________________________________________

PROGRAM LEARNING OUTCOME ASSESSED:

______________________________________________________________

PROGRAM LEARNING OUTCOME LEVEL ASSESSED:

Introduced/Emerging  Developing  Achieved

PROJECT/ASSIGNMENT DESCRIPTION:
QUANTITATIVE SUMMARY OF STUDENT PERFORMANCE (add attachments if necessary):

QUALITATIVE SUMMARY OF STUDENT PERFORMANCE (add attachments if necessary):
IV. Assessment Infrastructure

Assessment Personnel and Schedule

Members of the divisional Curriculum Committee will review assessment information annually. The curriculum committee will consist of no fewer than three members of the full-time faculty of the Electronic Media Division. The Division Head will assume the position of Curriculum Committee Chair. The Chair will notify the faculty members that will have reporting responsibilities during the upcoming academic year. The Chair will distribute the Program Assessment Form to the appropriate faculty members and educate them as to how to complete their assessment. At the conclusion of the semester, faculty will be asked to submit the relevant data electronically to the Chair.

The Curriculum Committee will be charged with analyzing and interpreting the collected data, producing an annual report, and disseminating that report to other departmental faculty. The Curriculum Committee will meet annually (at the conclusion of the spring semester) to review assessment data for each course in which assessment occurred and determine if actual level of achievement for each PLO matches the expected levels. After 2-3 years of data collection the Curriculum Committee will use these baseline data to define expected levels of achievement for each PLO. A report will be produced and disseminated to the faculty at the beginning of the fall semester for their review and comment.

If changes or modifications appear to be needed, the Department Head will explore the issue with relevant faculty, the Curriculum Committee will review the relevance of expectations, modification of student preparation will be considered, and potential adjustments will be examined. Annual reports of the Curriculum Committee and associated data and proposed recommendations (if any) will be stored and maintained by the Chair.

While these annual reports and meetings allow for small-scale changes of courses, it is anticipated that every 4-5 years the Curriculum Committee will conduct larger-scale analyses of assessment data, with the end goal of identifying (and recommending) any major programmatic changes that may be needed.

It should be noted that given the anticipated large volume of work associated with assessment activities, faculty on the Curriculum Committee should be identified as having a substantial department service load according to departmental workload policies and merit criteria.
V. Findings

Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.

VI. Use of Findings

In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.

- How will this information be presented to and discussed among the faculty?
- How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?