

# Annual Goals for Entertainment Industry

## 2010-2011

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<b>Title:</b>	Exit Exam
<b>Description:</b>	Revise exit exam to reflect new degree program, basing questions on 18 hour common core of Entertainment Industry curriculum.
<b>Budget:</b>	0.00
<b>University Goals:</b>	1
<b>Strategic Goals:</b>	
<b>Responsibility:</b>	Department Chair
<b>Participation:</b>	All faculty
<b>Results:</b>	The 18-hour common core in Entertainment Industry includes four primary courses from which questions were taken. The 2 remaining courses are Senior Seminar and Internship which are not particularly learned content based. One hundred questions were taken from the four courses giving effort to somewhat equally distribute them among the courses. However, at least one of the fur is a freshman survey class. Numbers of questions from courses range from 16 to 25. The exam is attached.
<b>Actions:</b>	The new exit exam will be administered in ENT 480 Senior Seminar, as the assessment piece for the overall program. The 2011-12 cohort will be the first group under the new system. A new study guide for the exam is being developed for 2012-13.

### Improvements:

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<b>Title:</b>	Technology and software
<b>Description:</b>	Assess existing technology and software. Upgrade and replace where necessary. Plan for future where funds are unavailable.
<b>Budget:</b>	5000.00
<b>University Goals:</b>	1
<b>Strategic</b>	211

**Goals:****Responsibility:** Department Chair**Participation:** Tech faculty

**Results:** There has been an inordinate amount of turnover in the technology faculty in the past three years. However, in spite of the changes, significant progress was made in upgrading technology this year. Software upgrades in the computer lab were done and are still ongoing. IT agreed to allow admin authority to reside in the lab so students could learn to repair permissions. In addition to software upgrades, the following were acquired: new keyboard for lab station and teaching station, new shock mount for microphone, patch bay for studio, headphone amp, assorted cables and interfaces. A total of \$3204.77 was spent on such projects. Some costs were absorbed by the Office of Information Technology. If affordable and agreeable for new instructor, 13 seats for Ableton Live software will be purchased in the fall 2011.

**Actions:** Project is ongoing. Further upgrades will occur in the next budget cycle.

**Improvements:**

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**Title:** Student recruitment

**Description:** Recruit students for new degree programs, on and off campus. Travel to high schools, community colleges and college fairs may be necessary.

**Budget:** 1000.00

**University** 1,2

**Goals:****Strategic  
Goals:**

**Responsibility:** Department Chair

**Participation:** Faculty

**Results:** There were no recruiting trips made during the year due to time restraints and lack of travel funds. However, much effort was placed toward on campus recruiting through student counseling during advisement sessions. Many students in existing programs were unaware of the new program and some new majors were picked up accordingly. Special effort was made to spend time with any visiting potential students and parents.

**Actions:****Improvements:**

# Student Learning Outcomes for Entertainment Industry

2010-2011

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<b>Title:</b>	Internship
<b>Description:</b>	Demonstrate ability to perform in the entertainment workplace through a senior internship experience.
<b>Budget:</b>	\$0.00
<b>Core Competencies:</b>	5
<b>25% Online:</b>	
<b>50% Online:</b>	
<b>Core Competencies:</b>	5
<b>How Often:</b>	Every 2 years
<b>Assessed this Year?</b>	No
<b>Responsibility:</b>	Internship Coordinator
<b>Participation:</b>	Department Chair
<b>Direct Assessments</b>	

Student journals.

## Indirect Assessments

Employer Evaluation Instrument.

**Results:**

**Curriculum:**

**Actions:**

**Improvements:**

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**Title:** Communicate effectively

**Description:** Communicate effectively in written and oral forms.

**Budget:** \$0.00

**Core Competencies:** 1

**25% Online:**

**50% Online:**

**Core Competencies:** 1

**How Often:** Every 2 years

**Assessed this Year?** Yes

**Responsibility:** Department Chair

**Participation:** DEI faculty

**Direct Assessments**

Oral presentations in ENT 426, 435, and 470W. Writing assignment in ENT 470W.

**Indirect Assessments**

**Results:** The assessments for this outcome are direct assessments embedded in classes. For oral communication, presentations from ENT 426, 435 and 470W were used. Using the 70% line as the benchmark, we found that the overwhelming majority of students passed the assessment. However, faculty across these courses notice a trend among students regarding weaknesses in ability to summarize information and stay on topic in terms of brevity and timing. We feel that more specific guidelines in presentation assignments in terms of time limits and checklists of content will promote better presentations and verbal communication. One potential weakness discovered is that we think ENT 426 may not be a good indicator of verbal communication since not all students in any given class will present. Currently, this class is moving in a direction of more group projects and collaborative learning. For written communication, a writing assignment from ENT 470W is used as a direct assessment. Again, the overwhelming majority of students passed this at the 70% benchmark. During the past two years, only 1 student in 51 failed and this was due to not completing the task. We believe the instrument used is a good one for our purposes. The assignment is not a research paper and is intentionally brief. The assignment calls for a 600 word minimum narrative making an argument one way or another regarding intellectual property. Students have weeks to prepare for this and perhaps this is the reason for the positive results. We believe some additional assessments in written communication should be added to the process to further measure our students' written communication skills.

**Curriculum:** Other writing assignments will be added as assessments for written communication. Faculty will discuss this year and determine the best place for such assignments in the curricular common core.

**Actions:** ENT 426 presentations will be removed as part of the assessment for oral communication.

**Improvements:**

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**Title:** Leadership development

**Description:** Prepare a leadership development plan and display skills consistent with effective teamwork.

**Budget:** \$0.00

**Core Competencies:** 2

**25% Online:**

**50% Online:**

**Core** 2

**Competencies:**

**How Often:** Every 2 years

**Assessed this Year?** Yes

**Responsibility:** Department Chair

**Participation:** DEI faculty

**Direct Assessments**

Leadership Development Plans from ENT 480. Team Projects from ENT 325, 426, and ENT 470W.

**Indirect Assessments**

**Results:** The assessment for this outcome is a Leadership Development Plan created by each student. The student is given a template from which to work. The overall objective of the assignment is to get the student to begin to think as a professional and not a student; to begin to move toward the concrete and away from the abstract in terms of their impending career. Students, in the context of their values, hopes and dreams, develop a vision and mission statement. Additionally, and perhaps most importantly, they state short and long term goals, and evaluate them. We have only one cycle of students thus far, but 20 of 21 students passed the 70% benchmark. The biggest deficiencies noticed in this assignment are students' ability to think in the short term goal area and hold themselves accountable for working toward that goal. We believe intervening early in our students' college career may help this, perhaps in the freshman or sophomore year. We want our students to think as if their career has already begun, and not as if it will start at some abstract time when they graduate. To encourage synergy and teamwork within DEI classes, ENT 426 (Production) students were required to present one of their class projects to the students in ENT 329 (Record Company Operations). Production students were allowed to choose from among the four projects they completed for the class and the producer of the project made the presentation. ENT 329 students served as a record company and

asked questions regarding production, recording budget, song selection, image, marketing of the artist, etc. After playing the project to the class and lengthy discussion ENT 329 students voted on whether to sign the artist “as is”, offer the artist a developmental deal, or pass on the artist. In ENT 325 students work in small groups in mock negotiations, and are given scenarios within which to work. Students submit a final contract at the end of the project. In ENT 470 students work in groups of 6 or 7 to lead discussions of topics assigned by the instructor. We believe that these and other such projects are good indicators of teamwork within the curriculum. However, better methods of measurement may be needed for this outcome. More specificity in the assignment may help.

**Curriculum:** Discussions will be held this year to determine which additional classes should contain assignments or projects related to short term goals and accountability. Group assignments will be honed to provide a more specific framework for the students that may provide a better sense of measurement.

**Actions:**

**Improvements:**

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<b>Title:</b>	Intellectual property
<b>Description:</b>	Provide a persuasive argument that clearly supports a position on intellectual property rights in the digital age.
<b>Budget:</b>	\$0.00
<b>Core Competencies:</b>	3,4
<b>25% Online:</b>	
<b>50% Online:</b>	
<b>Core Competencies:</b>	3,4
<b>How Often:</b>	Every 2 years
<b>Assessed this Year?</b>	No
<b>Responsibility:</b>	Department Chair
<b>Participation:</b>	DEI faculty
<b>Direct Assessments</b>	

Writing assignment in ENT 470W.

**Indirect  
Assessments**

**Results:**

**Curriculum:**

**Actions:**

**Improvements:**