21. Circle ALL of the classes OUTSIDE YOUR OPTION that you would like to have taken.

<table>
<thead>
<tr>
<th>Class Title</th>
<th>(Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>News</td>
<td></td>
</tr>
<tr>
<td>Critical Issues in the News</td>
<td>(288)</td>
</tr>
<tr>
<td>News Writing and Performance</td>
<td>(320)</td>
</tr>
<tr>
<td>Electronic News Gathering</td>
<td>(323)</td>
</tr>
<tr>
<td>Advanced Radio/TV Reporting</td>
<td>(420)</td>
</tr>
<tr>
<td>Newscasting</td>
<td>(426)</td>
</tr>
<tr>
<td>Production</td>
<td></td>
</tr>
<tr>
<td>Audio Production</td>
<td>(330)</td>
</tr>
<tr>
<td>Video Production</td>
<td>(332)</td>
</tr>
<tr>
<td>Single Camera Video Production</td>
<td>(334)</td>
</tr>
<tr>
<td>Film Genres</td>
<td>(363)</td>
</tr>
<tr>
<td>Advanced Audio Production</td>
<td>(433)</td>
</tr>
<tr>
<td>Advanced Video Production</td>
<td>(434)</td>
</tr>
<tr>
<td>Video Graphics/Post-production</td>
<td>(488)</td>
</tr>
<tr>
<td>Sales</td>
<td></td>
</tr>
<tr>
<td>Programming</td>
<td>(306)</td>
</tr>
<tr>
<td>Radio Sales</td>
<td>(340)</td>
</tr>
<tr>
<td>Broadcast Promotion</td>
<td>(344)</td>
</tr>
<tr>
<td>TV Sales</td>
<td>(345)</td>
</tr>
<tr>
<td>Management</td>
<td>(444)</td>
</tr>
<tr>
<td>Corporate</td>
<td></td>
</tr>
<tr>
<td>Multimedia Design</td>
<td>(310)</td>
</tr>
<tr>
<td>Organizational Video Production</td>
<td>(312)</td>
</tr>
<tr>
<td>Organizational Media Management</td>
<td>(414)</td>
</tr>
<tr>
<td>Communication Technology</td>
<td>(486)</td>
</tr>
</tbody>
</table>

(The following two questions are OPEN-ENDED. Answer in your own words)

22. What particular aspects of the TCOM curriculum and/or Options System do you like?

23. What would you like to change about the TCOM Curriculum and/or Options System?
Statistical Survey Results
Statistics:

1. Sex of participants

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>52</td>
<td>65%</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>35%</td>
</tr>
</tbody>
</table>

2. Class level of participants

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juniors</td>
<td>6</td>
<td>7.5%</td>
</tr>
<tr>
<td>Seniors</td>
<td>72</td>
<td>90%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

3. State status (in-state or out-of-state student)

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state</td>
<td>70</td>
<td>87.5%</td>
</tr>
<tr>
<td>Out-of-state</td>
<td>10</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
6. Which of the following had the most influence on your decision to attend Ball State University?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Location</td>
<td>18.8%</td>
</tr>
<tr>
<td>b. Tuition</td>
<td>8.8%</td>
</tr>
<tr>
<td>c. TCOM department</td>
<td>43.8%</td>
</tr>
<tr>
<td>d. Other department</td>
<td>10%</td>
</tr>
<tr>
<td>e. Size of university</td>
<td>6.3%</td>
</tr>
<tr>
<td>f. Other</td>
<td>11.3%</td>
</tr>
</tbody>
</table>

7. It is important to the university that I graduate.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree/agree</th>
<th>Neutral</th>
<th>Strongly disagree/disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>56.7%</td>
<td>26.7%</td>
<td>16.7%</td>
</tr>
<tr>
<td>News</td>
<td>72.7%</td>
<td>22.7%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Corporate</td>
<td>62.5%</td>
<td>12.5%</td>
<td>25%</td>
</tr>
<tr>
<td>Sales</td>
<td>66.7%</td>
<td>22.2%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Minor</td>
<td>50%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>51%</td>
<td>18%</td>
<td>11%</td>
</tr>
</tbody>
</table>
8. The University General Studies classes I have taken will be beneficial to me in the future.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree/ agree</th>
<th>Neutral</th>
<th>Strongly disagree/ disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>News</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>Corporate</td>
<td>25%</td>
<td>37.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Sales</td>
<td>33.3%</td>
<td>38.9%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Minor</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>42.5%</td>
<td>38.3%</td>
<td>18.8%</td>
</tr>
</tbody>
</table>

9. The foreign language I have taken will be beneficial to me in the future.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree/ agree</th>
<th>Neutral</th>
<th>Strongly disagree/ disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>30%</td>
<td>26.7%</td>
<td>43.3%</td>
</tr>
<tr>
<td>News</td>
<td>36.4</td>
<td>40.9%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Corporate</td>
<td>62.5%</td>
<td>25%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Sales</td>
<td>44.4%</td>
<td>27.8%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Minor</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>40%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>
10. In your opinion, what is the primary role of the TCOM department?

<table>
<thead>
<tr>
<th>Role Description</th>
<th>Production</th>
<th>News</th>
<th>Corporate</th>
<th>Sales</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. to give students a liberal arts education</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>b. to give students an applied science education</td>
<td>10%</td>
<td>0%</td>
<td>12.5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>c. to give students the skills necessary to find a job</td>
<td>13.3%</td>
<td>4.5%</td>
<td>25%</td>
<td>16.7%</td>
<td>0%</td>
</tr>
<tr>
<td>d. to give students the skills necessary to find a career</td>
<td>66.7%</td>
<td>95.5%</td>
<td>62.5%</td>
<td>83.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>3.8%</td>
<td>5%</td>
<td>12.5%</td>
<td>78.8%</td>
<td></td>
</tr>
</tbody>
</table>

11. Why did you choose to become a TCOM major? (participants could choose more than one answer)

<table>
<thead>
<tr>
<th>Reason Description</th>
<th>Production</th>
<th>News</th>
<th>Corporate</th>
<th>Sales</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I thought it would be fun.</td>
<td>66.7%</td>
<td>68.2%</td>
<td>75%</td>
<td>66.7%</td>
<td>100%</td>
</tr>
<tr>
<td>b. I thought it would be easy to find a job.</td>
<td>13.3%</td>
<td>9.1%</td>
<td>12.5%</td>
<td>16.7%</td>
<td>0%</td>
</tr>
<tr>
<td>c. I had a career in TCOM in mind before entering the program.</td>
<td>70%</td>
<td>90.9%</td>
<td>50%</td>
<td>61.1%</td>
<td>0%</td>
</tr>
<tr>
<td>d. I liked the faculty.</td>
<td>6.7%</td>
<td>4.5%</td>
<td>0%</td>
<td>27.8%</td>
<td>0%</td>
</tr>
<tr>
<td>e. I liked the facility.</td>
<td>40%</td>
<td>36.4%</td>
<td>12.5%</td>
<td>27.8%</td>
<td>0%</td>
</tr>
<tr>
<td>f. I thought the department had a good reputation.</td>
<td>70%</td>
<td>77.3%</td>
<td>12.5%</td>
<td>77.8%</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>68.8%</td>
<td>12.5%</td>
<td>70%</td>
<td>10%</td>
<td>32.5%</td>
</tr>
</tbody>
</table>
12. Overall, I am satisfied with the education I have received from the TCOM department.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree/agree</th>
<th>Neutral</th>
<th>Strongly disagree/disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>66.7%</td>
<td>16.7%</td>
<td>16.7%</td>
</tr>
<tr>
<td>News</td>
<td>90.9%</td>
<td>0%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Corporate</td>
<td>75%</td>
<td>12.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Sales</td>
<td>77.8%</td>
<td>16.7%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Minor</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>76.3%</td>
<td>12.5%</td>
<td>11.3%</td>
</tr>
</tbody>
</table>

13. Overall, I am prepared to enter the work world in a TCOM related field.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree/agree</th>
<th>Neutral</th>
<th>Strongly disagree/disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>56.7%</td>
<td>23.3%</td>
<td>20%</td>
</tr>
<tr>
<td>News</td>
<td>72.7%</td>
<td>27.3%</td>
<td>0%</td>
</tr>
<tr>
<td>Corporate</td>
<td>37.5%</td>
<td>50%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Sales</td>
<td>72.2%</td>
<td>11.1%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Minor</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>61.3%</td>
<td>26.3%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
14. In general, the TCOM department faculty cares about my future.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly agree/agree</th>
<th>Neutral</th>
<th>Strongly disagree/disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>63.3%</td>
<td>26.7%</td>
<td>10%</td>
</tr>
<tr>
<td>News</td>
<td>72.7%</td>
<td>22.7%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Corporate</td>
<td>75%</td>
<td>12.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Sales</td>
<td>72.2%</td>
<td>27.8%</td>
<td>0%</td>
</tr>
<tr>
<td>Minor</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>70%</td>
<td>23.8%</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

15. In general, the material I learned in my TCOM classes was useful and practical.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly agree/agree</th>
<th>Neutral</th>
<th>Strongly disagree/disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>70%</td>
<td>26.7%</td>
<td>3.3%</td>
</tr>
<tr>
<td>News</td>
<td>95.5%</td>
<td>4.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Corporate</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sales</td>
<td>83.3%</td>
<td>16.7%</td>
<td>0%</td>
</tr>
<tr>
<td>Minor</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>83.8%</td>
<td>15%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>
16. Overall, the faculty in the TCOM department gave me quality instruction.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree/agree</th>
<th>Neutral</th>
<th>Strongly disagree/disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>83.3%</td>
<td>13.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>News</td>
<td>81.8%</td>
<td>18.2%</td>
<td>0%</td>
</tr>
<tr>
<td>Corporate</td>
<td>87.5%</td>
<td>0%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Sales</td>
<td>61.1%</td>
<td>33.3%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Minor</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>78.8%</td>
<td>17.5%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

17. Why did you choose your option? (participants could choose more than one answer)

<table>
<thead>
<tr>
<th></th>
<th>a. I was interested in that particular aspect of the business.</th>
<th>b. I thought it would be fun.</th>
<th>c. I thought it would be easy to find a job.</th>
<th>d. I thought I could make a lot of money.</th>
<th>f. Others in that option motivated me.</th>
<th>g. Faculty members motivated me.</th>
<th>h. I felt I could get more hands-on experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>89.7%</td>
<td>58.6%</td>
<td>6.9%</td>
<td>10.3%</td>
<td>10.3%</td>
<td>6.9%</td>
<td>48.3%</td>
</tr>
<tr>
<td>News</td>
<td>86.4%</td>
<td>40.9%</td>
<td>9.1%</td>
<td>4.5%</td>
<td>4.5%</td>
<td>18.2%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Corporate</td>
<td>62.5%</td>
<td>37.5%</td>
<td>25%</td>
<td>62.5%</td>
<td>12.5%</td>
<td>25%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Sales</td>
<td>83.3%</td>
<td>55.6%</td>
<td>16.7%</td>
<td>55.6%</td>
<td>27.8%</td>
<td>44.4%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Total</td>
<td>84.4%</td>
<td>50.6%</td>
<td>11.7%</td>
<td>24.7%</td>
<td>13%</td>
<td>20.8%</td>
<td>32.5%</td>
</tr>
</tbody>
</table>
18. I have had enough hands-on experience in my option classes.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree/ agree</th>
<th>Neutral</th>
<th>Strongly disagree/ disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>36.7%</td>
<td>20%</td>
<td>43.3%</td>
</tr>
<tr>
<td>News</td>
<td>68.2%</td>
<td>27.3%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Corporate</td>
<td>0%</td>
<td>12.5%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Sales</td>
<td>61.1%</td>
<td>16.7%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Minor</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>48.8%</td>
<td>20%</td>
<td>31.3%</td>
</tr>
</tbody>
</table>

19/20. Have you or would you like to have taken TCOM classes outside your option?

<table>
<thead>
<tr>
<th></th>
<th>Have/Would like to have</th>
<th>Would not like to have</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>76.7%</td>
<td>23.3%</td>
</tr>
<tr>
<td>News</td>
<td>77.3%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Corporate</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Sales</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>82.5%</td>
<td>17.5%</td>
</tr>
</tbody>
</table>
Responses to Open-ended Survey Questions
Responses to Open-ended Questions

22. What particular aspects of the TCOM curriculum and/or Options system do you like?

23. What would you like to see changed about the TCOM curriculum and/or Options system?

1
22. The hands on experience.
23. Not enough writing emphasis exists at the beginning of the news option studies. Students should also be encouraged to take an internship after their freshman or sophomore year.

2
22. Undecided
23. More variety of classes (i.e. an Avid class, lighting class, studio, audio).

3
22. There are no good aspects. The department has become bloated and egotistical and concerned more with their reputation than with student's educations. We are lucky to have any freedom to choose at all, considering how unlikely the faculty is to help us.
23. Fire the faculty, scrap the system and start over. Too many of the professors are outdated. They don't even know what goes on in the field today. They are more concerned about stroking their own egos than effectively teaching a class. Also, keep professors in their own fields. It doesn't do anyone any good to have a news professor try to teach studio production when they don't know anything about it.

4
22.
23. Have a film option.

5
22. Options are a nice division of telecommunications.
23. In production: More audio focus, less required credits, no foreign language requirement, more in-class hands on experience. (It seems to get anywhere in TCOM, you have to be very involved outside of class. Why can't class include all that one learns outside?)

6
22.
23. I would have liked to be able to get into classes like Single Cam much earlier rather than taking all the prerequisites first. They should mix pre classes with the ones you actually want to take.

22. I like that I don't have to take classes in the other options and the fact that I have gotten some hands on experience.
23. I would make a separate option that centered around audio production. I am in advanced audio production and I feel that I don't need that class. The first audio class was enough. It would have been better instead of advanced audio to have an audio class more associated with television and film making. I am also very disappointed that there aren't more film classes. I am a film minor and it is hard to find classes that qualify for the minor. I also wish that there were some film production classes and more classes involved in creating drama. I also wish that they had some classes that involved more writing in TCOM available such as screenwriting classes.

22. I like the hands on experience that we do get. They try to accommodate the large number of students with the small amount of equipment and I appreciate the experience I get.
23. Ideally, I'd love more classes of smaller numbers for video production and more equipment. I'd also like a set idea of what is to be accomplished in each class. My Single Cam class and advanced video class professors both admitted they didn't know what to cover.

22. I believe it's heart is in the right place and does try to offer a broad view of the vast TCOM industry
23. There needs to be more practical instruction for production options, and less time spent in the classroom reading about what standards and regulations are being used in the "real world".

22. Even the beginning production option classes were in depth. I don't feel like any of my option classes were a waste.
23. I think we, as a production majors, need more exposure to business aspects. I don't think film production has ever been offered, yet it's listed as an alternative to 434. It's hard to think about TCOM with two hours of foreign language homework a night.

22. You get a wide variety of classes to take and have the benefits of working with the latest technology.
23. Offer more classes focusing on films; the history and the making.

12

23. The department needs to offer more sections of classes. Classes should be split into lecture time and lab time.

13

22. I think the division of classes and the professors who teach them are good.  
23. I feel they should drop the foreign language requirement. It is not fair to keep someone from getting his diploma just because he can't pass a class on a language not native to him or her.

14

22. Up to date equipment available for use.  
23. Media lab hours.

15

22. I like the idea of a "specialized area". It is better than an Electronic Media (overall clump) degree.  
23. Allow students to go farther faster. I felt that because of so many prerequisites, I could not take additional TCOM classes before I graduated.

16

22. Reputation  
23.

17

22. Easier than other majors.  
23. Better professors who have more than work force experience. A lot of them can not teach.

18

22. Sales is great. Good professors and course design.  
23. I got nothing out of 344, 408 and 444. I learned absolutely NOTHING. Needs to be taught by Dr. Joe.

19

22. I like that the curriculum is ever changing.  
23.

20

22. Interactive class work and materials. Sales planning and shadowing.  
23. More work with digital.
22. Hands on selling experience. Role playing different situations that we may face in the future.
23. Not require foreign language.

22. I like the options provided, but I feel they could use more classes in each option, especially with sales/management.
23. For sales/management, incorporate more management classes from the business department; require a practicum (possibly with WCRD/WCRH); more speakers from the industry.
   I feel that an option for the recording industry would be beneficial and film as an option for a major.

22. The alumni involvement in coming to speak to classes or offering advice.
23. I wish TV sales and radio sales were not so much alike.

22. I like the consistency of my teachers. Classes connect an overlap.
23. I feel in sales that I know zero about production. I still am just conquering my VCR.

22. I think it does a good job of allowing students to specify their interest. TCOM is too general to leave people in one group.
23. I would like for a Broadcast Meteorology option. I would also like to see news options have more journalism classes. Not enough students know how to report.

22. The expertise of the faculty and their ability to instruct us with their real life experiences. The classes required for my option are relevant to my major.
23. We should be able to double option!

22. I like the ability to take courses outside my option in case I find out it's not 100% for me. I also like the extra curricular opportunities available (WBST,WCRH,WCRD, etc).
23. Instead of preparing for strictly a TV job, also give the option of preparing for a radio job. Students need to know the difference in the two types of media.

22. Hands on experience.
23. Foreign language.
22. It's all in order.
23. Nothing.

22. I am a TCOM minor. I would have been a major had there been a general TCOM degree . . . something like the Dabbler badge in Girl Scouts. I talked to my advisor about that possibility, but he said (and was told by a University authority) that it would only appear as a General Studies major on a second degree. That really didn't seem worthwhile, so I have stayed a minor. None of the options appealed to me. I do like the course offered.
23. I would've liked to be able to create my own major within the department or the College of Communications. As it is, I have a heavy minor in TCOM with a couple courses from the Speech Department and the Journalism Department.

22. I like the fact that some classes, like Audio production, provides hands on experience.
23. I think there should be more courses dealing with radio.

22. The corporate option class size is kept small. This provides for more one-on-one attention and the class gets to know each other better.
23. I feel that ALL TCOM majors should know how to edit video and audio. I have heard too many stories where "production" majors can not edit. However, it is important that everyone has an understanding of the basic technical aspect.

22. Specialization of the four options.
23. 

22. Media ethics
23. Add an option pertaining to law and FCC regulations. I regret that I wasn't able to extend my knowledge in another law course.

22. I like that a Corporate option does not have to take Sales classes. Even though we spent one half to two thirds of our credits on general studies, at least in the department we can be focused.
23. Multimedia! We need WWW and Multimedia classes that go in-depth. This is a rapidly evolving field and we should be learning about it.

22. Nothing in particular. I think their divisions are feasible.
22. I don’t like the fact that we only learn about our option. I think we need to have a basic knowledge of all the other options too because we will need that information when we get to the job market.

23. That the faculty has experience.
22. More information given before you choose an option.

23. It allows you to be more informed about your “option”.
22. Add more emphasis on Audio Production.

22. The ability to concentrate on a single area of the business. This is important to employers.
23. More experience.

22. The use of the facilities.
23. I feel you have to teach yourself a lot. Have the teachers work more one on one with you.

22. The variety of choices you have, yet most choices are related.
23. Less foreign language.

22. Hands-on experience.
23.

22. The fact that there are choices on what option to go into. It’s more than a TCOM department.
23. Have more balanced number of classes for different options.

22. I like the way the options system allows you to focus your classes around your interests.
23. However, there is a lot of focus for everyone to do news. Even the other options are always being pushed towards some aspect of news. Production option especially. I also would like to see more classes offered in the Multimedia field. This is a new fast growing area and BSU hardly offers any classes. There also needs to be more information given to the new students about the different options. Knowing what I know now as a senior, I would have chosen a different option.
22. The courses are divided well, in my option, to culminate into the appropriate option.

23. More classes (senior level and extra curricular courses) to be offered during the morning hours. Three hours of practicum (news option) seems like a bit too much to me also. Perhaps two.

22.


22. It narrows down your subject of interest and increases your chances of finding a job.

23. More optional classes in the production option about specifics: camera, lighting, framing shots, editing. Also, more optional classes on the advanced level.

22.

23.

22. I feel it is very realistic in that the work load, attitudes, and demands placed on students are reflective of the industry. I also like that the options system allows you to gain specific knowledge and to focus on improving skills in one area.

23. First, I think all students should take the beginning courses in each option. For example, 320 or 288, 330, 306 and 310 should all be taken by every student because one you choose a specific option you have no idea if you would like something else. Second, I think more time should be spent earlier on the news option to teach sophomores and juniors mechanics as well as technical terms of news writing and production. It seems almost all substantive news instruction is left until the second half of the junior year and the senior year.

22. I get to learn about different aspects of the industry. The options system lets me focus more in one area.

23. More hands-on. More in-depth. I feel like we only scratch the surface on each topic. I don’t have all the time in the world to produce a TV show outside of class.

22. The fact that several subjects are covered.

23. Times classes are offered and choices involved.
22. I like the production aspects. I like the hands on experience. I would like to do more of that. I would also like to have more knowledge of the equipment. Here I am a senior and there are things I am required to use, but have never used and I will receive no formal instruction until all of my production classes are over.

23. The order which we take classes. Maybe we should have some hardware classes before the 400 level.

22. I like the practical nature of the instruction.

23. In terms of a news option, the classes that we are required to take to give us a broad knowledge of the world (i.e. Hist 370 and Econ 116) fail to do so.

22. It is interesting in that you have to be creative. The professors are great and I've learned a lot in my classes.

23. Nothing.

22. For me, the whole curriculum was new and different and all the classes sounded interesting because they're too different from the ones I had in my country.

23. Sales and Management should have to take more business classes.

22. I like that the options are divided. The hands-on experience is helpful, and the faculty is extremely knowledgeable about the business. It helps that classes go in order and each one builds upon a previous class.

23. Eliminate foreign language as a requirement, but leave it as an option. Offer more internship opportunities (ex: freshmen, sophomore and junior year for people over the summer).

22. I like being able to concentrate on certain aspects of the field.

23. I think there should be an option devoted more to motion picture production and cinematography rather than just television and video production.

22. I like being able to actually zero in on my interests.

23. Maybe we could be required to take a few elective TCOM classes outside of our option.

23. Sales and Management should have to take more business classes.
22. The options are specific and defined. In news option you don’t have to take anything in sales or production.
23. Same as #22. I think a little of everything and a lot of your option would be nice.

22. The small classroom environment.
23. More hands on experience.

22. I really like the hands on experience that I receive.
23.

22. The particular aspect about TCOM is the fact you are not confined to one aspect like business. They have a straight curriculum that one must follow, but TCOM allows diversity.
23. I do not feel that Critical Analysis class should be a required class.

22. The experience that the classes allow you to learn from. The classes are very specific and allow you to get involved, and see what exactly it is you will be doing in your job.
23. Change in the pre-TCOM classes; not sure how or what, but some variance to those four classes.

22. I like the fact that I get lots of hands on time in my classes. The option system allows me to focus in my field and do away with things not closely related to my career.
23. I think the classes need to be more in depth, especially in production. We don’t go over enough theory of how things work. We just learn what buttons to push.

22. The four core requirement classes.
23. The foreign language requirement should be reduced to two semesters.

22. I like basically the entire program, especially the way the order of the classes is set up.
23. Have more hands on classes earlier in the program. Within the News option, have a class where you can specialize in news or weather or sports.
22. Having a wide range of classes to select from. Being forced to take outside department classes.
23. I think you should be able to take the four prerequisite classes in any order as well as more than just one at a time. Also, I feel the advisors should meet with students once a year mandatory.

22. That the faculty has had real world experience and can tell you what it takes and what it is like out there.
23. The foreign language requirement. It should not be mandatory to take. Students should have a choice whether or not to take a foreign language.

22. I really like the subject matter that has been taught in most of my classes. It has been interesting and insightful.
23. 

22. Taking the prerequisites does not give you any idea of what it is like to be in your option.

22. Equipment and faculty.
23. More hands on experience.

22. I like the fact that there is such a variety of classes offered.
23. I think it should remain how it is.

22. There are plenty of chances to work on a radio station or TV station. A lot of good opportunities to get hands on training.
23. I would like to see the classes become more hands on, most of the classes I have taken have been more reading than hands on.

22. Having to take four semesters of a foreign language.

22. The group of students in my option and I have become very close because we have taken all our classes together.
23. In the sales/management option, many of the classes are repetitive, not only in class structure, but professors. I would like to see more specified aspects of sales and management being taught to students.
22. It gives you a background of the area you are studying and just being able to have so much hands on experience.

23. I would like to change the number of years of a foreign language.

22. I like the video production/single camera classes, but I felt that there was much more to learn. The faculty has always been very helpful and kind!

23. A lot of the multimedia stuff I have learned has been self-taught. I think the faculty needs to know more about the aspect because it is a rapidly growing industry.

22. I like the diverse areas you can go into. There's something for everybody.

23. Possibly the foreign language requirement.

22. I like the fact that you can take classes out of different options. Plus, I like that they have the four core classes.

23. I do think somehow in the future the foreign language that I have taken will benefit me, but I would rather choose if I want to take it, and for it not to be required.
Discussion of Findings and Modifications
Discussion of Findings and Modifications

Most students (70%) chose to become TCOM majors because they had a career in TCOM in mind. Therefore, many of the students are coming to Ball State expecting to be trained for their particular field of interest. However, it seems that many of the students want the prestige of a university degree: 67.5% chose a TCOM major because of the department’s reputation.

Based on the survey findings, most of the students (76.3%) are satisfied with their TCOM education. However, only about half (61.3%) felt prepared to enter the work world and less than half (48.8%) felt they had enough hands-on experience. While this may only suggest pre-graduation nervousness, these statistics seem to say something about the department: not everyone is happy with their education.

Students are interested in taking a few classes outside their option. As one student stated, “I feel in Sales that I know zero about Production. I’m still just conquering my VCR” (Survey 24). One student even suggested requiring students to take the beginning class in every option. Although this is probably not feasible, the new curriculum contains a class that “showcases” each option and discusses the kinds of careers one could pursue.

While it is important for students to have a general idea of the other options available, it is also imperative that they get enough hands-on experience. Many students (Surveys 52 and 67) feel that this practical knowledge is something they should gain early in their college experience. Therefore, the system was modified to include a class that introduces the Telecommunications equipment. Also, a general interest in new media and business aspects prompted the addition of classes in New Media Technology and
Telecommunications Business (Surveys 44, 78, 10, and 24). Again, while the students should take responsibility for their education, the department could be more accommodating and work more effectively.

The proposed new curriculum includes six options that are designed to fit students’ needs: Audio Production, Media Studies, News, Sales/Management, and Visual Production. The new Media Studies option is supported by the response from one of the TCOM minors surveyed, who stated, “I would have been a TCOM major had there been a general TCOM degree” (Survey 30). Also, based on students’ comments, the Audio Production option was added and new classes from other departments were brought into the News and Sales/Management options (Surveys 5, 7, 22, 25, 67, and 76). Therefore, for the new Audio Production option, students can take classes in Radio, Music or Foley (Film and Special Effects). By not taking all the general production classes, the focus is narrowed for both Visual and Audio Production options. Also, in the proposed News option, students have a choice of taking classes in General News, Sports, or Meteorology. Not only does this use other campus departments as resources, it brings the Sports and Media class into the curriculum (currently it is an elective). As one student pointed out, “I like that the curriculum is ever-changing” (Survey 19). This is true; TCOM has been adding classes, but not making them a part of the requirements to graduate. Because the present program does not include space for TCOM electives, many students do not have the time, or do not even know these options are available.

One student stated, “It seems to get anywhere in TCOM you have to be very involved outside of class. Why can’t class include all that one learns outside?” (Survey 5). Another student said, “My Single Cam class and Advanced Video class professors
both admitted they didn’t know what to cover” (Survey 8). Why are the objectives so clouded? In part, it may be that most of these classes were defined under a different faculty. In previous years, Single Camera Video and Advanced Video were two very different classes, with different objectives for each one. Now, since the department has hired new professors, the students are taking classes with objectives that are just too similar; therefore, they are losing valuable time that could be spent with new material. This problem is easily rectified. Develop more specific classes within each option.

Therefore, other revisions were made to specify the Visual Production option. First, Visual Production students are no longer required to take two audio classes; a class in Lighting and Set Design filled its space. This class replaces two directed electives from the Theatre Department. In the proposed curriculum, Visual Production includes five different directed elective tracks: screenwriting, photography, social issues, design and animation, or corporate. With these new, more specific choices, more students have the opportunity to develop their own educational experience.

Many of the new class titles and descriptions were taken from Ohio University’s Undergraduate Catalog. The new curriculum was developed with no constraints in mind: unlimited funding, faculty resources and student interest would be necessary to make the full curriculum feasible. As noted earlier, the university puts constraints on departments concerning monetary allocations and faculty course load (J. Misiewicz, personal communication, September 11, 1998). However, Dr. Misiewicz stated that one of the primary foundations of the current system was what the faculty was qualified to teach (personal communication, September 11, 1998). This curriculum should motivate
professors and students, alike, and encourage the present faculty to expand their teachable realm, as many of them are qualified to teach the new courses created.
Timeline for Audio Production Option
Audio Production Option Timeline

Semester 1
Class 1: Foundations of Telecommunications
Class 2: Introduction to Telecommunications Equipment
Class 3: Professional Options in Telecommunications
Class 4: CORE
Class 5: 1st semester Modern Language

Semester 2
Class 1: CORE
Class 2: CORE
Class 3: PHYCS 184: Sound and Light
Class 4: Audio I
Class 5: 2nd semester Modern Language

Semester 3
Class 1: Writing for Telecommunications
Class 2: CORE
Class 3: 3rd semester of a Modern Language
Class 4: Audio II
Class 5: Directed Elective I

Semester 4
Class 1: Business of Telecommunications
Class 2: CORE
Class 3: CORE
Class 4: 4th semester of a Modern Language
Class 5: Directed Elective II

Semester 5
Class 1: Regulations of Telecommunications
Class 2: CORE
Class 3: CORE
Class 4: New Technologies in Telecommunications
Class 5: Directed Elective III

Semester 6
Class 1: Telecommunications Ethics and Effects
Class 2: CORE
Class 3: CORE
Class 4: Any TCOM Elective
Class 5:

Semester 7:
Class 1:
Class 2:
Class 3:
Class 4:
Class 5:

Semester 8
Internship
List of Directed Elective Groups

Announcing

Radio Sales

Audio III (Radio)

OR

MUSTH 111: Introduction to Music Theory

MKT 200: Introduction to Marketing

Audio III (Music)

OR

World Film History I

World Film History II

Audio III (Foley)
Timeline for
Media Studies Option
Media Studies Option Timeline

Semester 1
Class 1: Foundations of Telecommunications
Class 2: Introduction to Telecommunications Equipment
Class 3: Professional Options in Telecommunications
Class 4: CORE
Class 5: 1st semester Modern Language

Semester 2
Class 1: CORE
Class 2: CORE
Class 3: Mass Communication Theory
Class 4: ANTH 342: Anthropology of American Culture
Class 5: 2nd semester Modern Language

Semester 3
Class 1: Writing for Telecommunications
Class 2: CORE
Class 3: 3rd semester of a Modern Language
Class 4: HIST 222: History of American Popular Culture
Class 5: Directed Elective I

Semester 4
Class 1: Business of Telecommunications
Class 2: CORE
Class 3: CORE
Class 4: 4th semester of a Modern Language
Class 5: Directed Elective II

Semester 5
Class 1: Regulations of Telecommunications
Class 2: CORE
Class 3: CORE
Class 4: New Technologies in Telecommunications
Class 5: Women In Media

Semester 6
Class 1: Telecommunications Ethics and Effects
Class 2: CORE
Class 3: CORE
Class 4: Effects of Mass Communications
Class 5: Multicultural Media

Semester 7:
Class 1: Media Criticism
Class 2: Any TCOM Elective
Class 3:
Class 4:
Class 5:

Semester 8
Internship
List of Directed Elective Groups

Audio I
Audio II
OR
Video I
Audio for Video
Timeline for News Option
News Option Timeline

Semester 1
Class 1: Foundations of Telecommunications
Class 2: Introduction to Telecommunications Equipment
Class 3: Professional Options in Telecommunications
Class 4: CORE
Class 5: 1st semester Modern Language

Semester 2
Class 1: CORE
Class 2: CORE
Class 3: Critical Issues in the News
Class 4: Newswriting
Class 5: 2nd semester Modern Language

Semester 3
Class 1: Writing for Telecommunications
Class 2: CORE
Class 3: 3rd semester of a Modern Language
Class 4: Electronic News Gathering
Class 5: Directed Elective 1

Semester 4
Class 1: Business of Telecommunications
Class 2: CORE
Class 3: CORE
Class 4: 4th semester of a Modern Language
Class 5: Advanced Reporting

Semester 5
Class 1: Regulations of Telecommunications
Class 2: CORE
Class 3: CORE
Class 4: Directed Elective II
Class 5: Newscasting

Semester 6
Class 1: Telecommunications Ethics and Effects
Class 2: CORE
Class 3: CORE
Class 4: Any TCOM Elective
Class 5:

Semester 7:
Class 1:
Class 2:
Class 3:
Class 4:
Class 5:

Semester 8
Internship
List of Directed Elective Groups

PEP 345: Introduction to Sports Information
Sports and Electronic Media

OR

GEO 230: Weather I
GEO 333: Weather II

OR

HIST 453: Modern Western Culture
POLS 210: Introduction to Political Science

**It is recommended that students who emphasize in News get a minor in history, political science, or economics.**
Timeline for Sales/Management Option
Sales/Management Option Timeline

Semester 1
Class 1: Foundations of Telecommunications
Class 2: Introduction to Telecommunications Equipment
Class 3: Professional Options in Telecommunications
Class 4: CORE
Class 5: 1st semester Modern Language

Semester 2
Class 1: CORE
Class 2: CORE
Class 3: Programming
Class 4: SPCH 320: Persuasion
Class 5: 2nd semester Modern Language

Semester 3
Class 1: Writing for Telecommunications
Class 2: CORE
Class 3: 3rd semester of a Modern Language
Class 4: Radio Sales
Class 5: TV Sales

Semester 4
Class 1: Business of Telecommunications
Class 2: CORE
Class 3: CORE
Class 4: 4th semester of a Modern Language
Class 5: Broadcast Promotions

Semester 5
Class 1: Regulations of Telecommunications
Class 2: CORE
Class 3: CORE
Class 4: Management
Class 5: Directed Elective I

Semester 6
Class 1: Telecommunications Ethics and Effects
Class 2: CORE
Class 3: CORE
Class 4: Directed Elective II
Class 5: Directed Elective III

Semester 7:
Class 1: Directed Elective IV
Class 2: Any TCOM Elective
Class 3:
Class 4:
Class 5:

Semester 8
Internship
List of Directed Elective Groups

ACC 201: Principles of Accounting
BUSAD 101: Introduction to Business
ECON 201: Elementary Microeconomics
JOURN 250: Introduction to Advertising
MGT 200: Management Principles
             261: Personnel and Supervision
             300: Managing Behavior in Organizations
MKG 202: Introduction to Selling
             203: Retail Advertising
             300: Print Marketing
             325: Professional Selling
             427: Sales Management
SPCH 250: Voice and Diction
Timeline for
Visual Production Option
Visual Production Option Timeline

Semester 1

Class 1: Foundations of Telecommunications
Class 2: Introduction to Telecommunications Equipment
Class 3: Professional Options in Telecommunications
Class 4: CORE
Class 5: 1st semester Modern Language

Semester 2

Class 1: CORE
Class 2: CORE
Class 3: Television Lighting and Set Design
Class 4: Video Production I
Class 5: 2nd semester Modern Language

Semester 3

Class 1: Writing for Telecommunications
Class 2: CORE
Class 3: 3rd semester of a Modern Language
Class 4: Audio Production for Video
Class 5: Video Production II

Semester 4

Class 1: Business of Telecommunications
Class 2: CORE
Class 3: CORE
Class 4: 4th semester of a Modern Language
Class 5: *Video Production III (Video)*

OR

Class 5: *Video Production III (Corporate)*

Semester 5

Class 1: *Regulations of Telecommunications*

Class 2: CORE

Class 3: CORE

Class 4: *New Technologies in Telecommunications*

Class 5: *Advanced Digital Post-Production*

Semester 6

Class 1: *Telecommunications Ethics and Effects*

Class 2: CORE

Class 3: CORE

Class 4: *Directed Elective I*

Class 5:

Semester 7:

Class 1: *Directed Elective II*

Class 2: *Any TCOM Elective*

Class 3:

Class 4:

Class 5:

Semester 8

Internship
List of Directed Elective Groups

Screenwriting I
Screenwriting II
OR
ITGRA 286: Black and White Photography
ITGRA 386: Color Photography
OR
Women in Media
Multicultural Media
OR
TCOM 310: Multimedia Design and Production
Computer Animation
OR
TCOM 310: Multimedia Design and Production
TCOM 414: Organizational Media Management
Descriptions of New Classes
Added to Curriculum
New Classes Added to Curriculum

Introduction to Telecommunications Equipment: Introduces the basic equipment in the Media Lab, including an overview of how to use a camera, microphone and light kit. Also teaches the fundamentals of editing.


Video Production I: Introduction to basic video skills and aesthetics.

Audio Production for Video: Techniques of producing audio specifically for visual works, including experiences in both studio and natural sound recording.

Video Production II: Multicamera producing and directing, including a lab experience of original studio production.

Business of Telecommunications: Covers the fundamental business aspects of each field of telecommunications. Introduction to contracts, sales presentations, budgets, production planning and basic management techniques.

Video Production III (Video): Orientation and practice in producing, directing, and designing projects in the single-camera style used in film and television. Pre- and Post-production processes including planning,
writing, editing, and camera operation will be studied as well as film theory and techniques. Introduction to AVID editing.

**Video Production III (Corporate):** Production of programs for corporate, industrial, medical, educational, military, governmental, and public service institutions. Introduction to AVID editing.

**New Technologies in Telecommunications:** Examination of emerging technologies of telecommunications, their origins, audiences, regulations, interrelations with other media, and specific applications.

**Advanced Digital Post-Production:** Further develops post-production skills, including aesthetics and techniques, using AVID technology.

**Screenwriting I:** Writing and critique of form, structure, and presentation of dramatic programs, series and films.

**Screenwriting II:** Advanced writing course in which the student creates substantive scripts.

**Women in Media:** Examines presentation of women in media through experiential exploration of individual values with respect to culture, sexism, and content analysis of media.

**Multicultural Media:** Examines presentation of people of color in media through experiential exploration of individual values with respect to culture and content analysis of media.

**Computer Animation:** Fundamental elements of computer technology as applied to video. Beginning graphics and animation.
Audio Production I: Introduction to basic audio theory and production skills, including console operation, editing and mixing.

Audio Production II: Advanced studio and introduction into field recording techniques. Operational aspects of studios and remotes, including set-up and ancillary equipment maintenance.

Audio Production III (Radio): Advanced studio production and remote techniques geared specifically for students planning to go into Radio. Introduction to computer recording systems.

Audio Production III (Music Recording): Advanced studio production techniques geared specifically for students planning to go into the music recording industry. Introduction to computer recording systems.

Audio Production III (Foley): Advanced studio production techniques geared specifically for students planning to go into film and Foley recording. Introduction to computer recording systems.

Mass Communication Theory: Readings course surveying literature in mass communication theory. Effects of Mass Communications: Readings course designed to acquaint students with major areas of experimental research in individual and social effects of mass media.

Media Criticism: Survey of contemporary methods of critical analysis as applied to television and film.
Conclusion
Conclusion

Ball State University has a reputation as a teaching university, and the department of Telecommunications reflects this reputation by employing professors with high visibility and accessibility. However, curriculum reform is necessary. The new curriculum should feature a redeveloped options system, with new classes that place technology and multiculturalism in high regard. This project has proposed a template for curriculum modifications. The new classes are based specifically on responses to the student survey. With more options and classes, students will control their education and be responsible for their academic experiences. This will produce more satisfied students and graduates; graduates who have confidence in their skill levels, who have proper preparation to enter the work world, and who are proud to be alumni of a department that is part of one of the leading schools of communication in the country.
References
References


