**Missouri Valley College**

**ACADEMIC PROGRAMS**

*Academic Program Assessment and Planning Report*

**Year:** 2011-2012

Academic Program: Mass Communication: Print concentration.
Susan Dittmer, Chair of Communications Division.
Division: Communications.

Please organize your report by the following topics.

**I. Mission**
To provide hands-on, personal training in the field of Mass Communication, preparing students for positions into the world of work, with an emphasis in print for newspaper, online, and other publications.

**II. Goals**
To provide knowledge and skills in print journalism areas, including newspaper, online projects, and magazine-style publications.

- Placing 100% of our eligible majors in one-time internships.
- Placing 80% of graduates in Mass Media employment within six months of graduation.
- Achieving a score of 80% or higher on the exit exam.

To attain 10 or more awards in the annual MCMA newspaper and online contest in 2013.

To have 80% of students who complete their Senior Portfolio achieve a score of 80% or better by Spring 2013.

To produce three traditional campus newspapers, which demonstrate effective news gathering, reporting, writing, photography, respect of press law, layout and design, and other skills, each semester.

To produce an ongoing online newspaper website, which effectively demonstrates news gathering, reporting, writing, photography, respect of press law, and other skills, throughout each semester.

To expand with equipment, technology, and social media use.

To turn the yearbook project into a more relevant Mass Communication format, which could mean a magazine format, online presence, or other technological change.

To add courses relevant to the expansion and update of Mass Media.
To grow the major by 5% each year.

III. Student learning outcomes

SLO#1 Students must know the history of print journalism industry and the terminology associated with it.

SLO#2 Students will produce effective written communication with an emphasis in reporting, editing, research, design, and AP knowledge.

SLO#3: Students must be able to identify common legal and ethical situations in media settings and incorporate a decision making process to resolve related questions.

SLO #4: Students shall apply a variety of professional writing styles.

SLO #5: Students will produce published projects in the mass communication print concentration using appropriate technology.

IV. Course map

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC 225</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 310</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MC 315</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MC 370</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MC 392</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MC 400</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 403</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

V. Assessment tools

1) Portfolios will measure SLO’s #2, 4, and 5 through product samples of students’ work in such areas as written resumes, cover letters, narratives, internship reports, scripts and clips.

2) Internships are used to assess SLO’s 2, 3, 4, and 5 through professional real-world experiences using appropriate technology.

3). Exit exams measure SLO’s 1-4. It is a comprehensive in-house exam for measuring the mass communication core through all graduating mass communication majors.
4) Written, visual, and performance assignments are used to assess SLO’s 1, 2, 4, and 5.

5) Publishing in Delta Newspaper, Delta Online, Yearbook articles and layouts assessing SLO’s 2, 4, and 5.

VI. Summary of Findings

1. **Portfolios:** For print students, the portfolios overall demonstrate quality artifacts for seniors through job searches; however, there is currently no rating (outside of the instructor) for this tool.

2. **Internships:** Several students have indicated the employment opportunities might result from their internships upon graduation. The information from the student reflection papers indicate that the program prepares them adequately; however, one area of concern from the reflection papers indicate that students need more training in news writing and news delivery.

3. **Annual Exit Exam:** Mass Communication faculty members have determined that the exit exam is not effective for the completed program in the concentrations. The findings indicate that each concentration should have its own exit exam.

4. **Productions** using written, visual, and performance assignments: In addition to graded projects assessed on campus, student products are entered into state contests. For the last 5 years, students continue to win more awards. This last year, the newspaper won 22 awards and television students 2 awards. This is the first year that any of our video projects have received state awards.

5. **Publishing** in both areas of print indicate that students need more writing experience and opportunities for ability to incorporate more multi-media convergence.

VII. Level of achievement of student learning outcomes

- Graduating seniors took a senior exit exam which covered areas of history and terminology of print journalism. Individual scores ranged from high retention to low retention of information.
- Graduating seniors fulfilled internships involving all aspects of SLOs.
- Student reporters/writers produced three traditional newspapers in the fall semester and more than 120 online stories throughout the year, for publication and experience with effective communication. The differing formats of traditional newspaper and online news presentation required use of a variety of writing styles. It was the first year for the newspaper website as an opportunity for increased publication and story clips.
- Award achievement for written communication in the MCMA contest increased over the previous year and more than six times the number from four years ago.

VIII. Faculty/Student/Program information

*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

Table 1. Faculty Profile

| FULL-TIME* |

*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.
<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>David L. Roberts</td>
<td>Comm.</td>
<td>24</td>
<td>15</td>
<td>15</td>
<td>31 Master’s</td>
</tr>
<tr>
<td>Harry Carrell</td>
<td>Comm./Lang.</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>40+ Master’s</td>
</tr>
<tr>
<td>Joe Wittman</td>
<td>Comm.</td>
<td>18</td>
<td>6</td>
<td>6</td>
<td>14 Bachelor’s</td>
</tr>
<tr>
<td>Loren Gruber</td>
<td>Comm./Lang.</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>40+ Doctorate</td>
</tr>
</tbody>
</table>

Total credit hours: 54

**ADJUNCT**
Include all adjunct faculty who taught at least one course in the program in the past year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken Kujawa</td>
<td>Comm.</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>35 Master’s</td>
</tr>
</tbody>
</table>

Total credit hours 12
% of credit hours taught by adjuncts 22%

**Table 2. Course offerings**

<table>
<thead>
<tr>
<th></th>
<th>Fall 100-200 level</th>
<th>Fall 300-400 level</th>
<th>Spring 100-200 level</th>
<th>Spring 300-400 level</th>
<th>Inter- sessions fall/spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face sections</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio sections*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internships/practicums</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Lab (face-to-face) sections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online sections</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Arranged classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes total</td>
<td>7</td>
<td>11</td>
<td>5</td>
<td>12</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**General education classes offered**
A studio class is defined as one that emphasizes skills and practical application, not lecture/discussion. Examples include studio art, performance theatre, and dance.

**Include all general education classes offered in your program area even if they are not part of the major requirements.

Table 3. Student Profile

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th></th>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Majors enrolled</td>
<td>23</td>
<td>9</td>
<td>32</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>Minors enrolled</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

IX. Analysis/Interpretation

To provide knowledge and skills in print journalism areas, including newspaper, online projects, and magazine-style publications.

- Placing 100% of our eligible majors in one-time internships. – MET. (By the numbers, the 2012 Mass Communication seniors were involved in internships at one TV station (in Columbia), one film-specific project area (MVC Sports Information), two radio stations (both in St. Louis), one newspaper (Marshall Democrat-News), and one multimedia public relations outlet (the YMCA).
- Placing 80% of graduates in Mass Media employment within six months of graduation. – In process.
- Achieving a score of 80% or higher for seniors on the exit exam. –MET.

To attain 10 or more awards in the annual MCMA newspaper and online contest in 2013. – In process. (Exceeded from recent years, so far.)

To have 80% of students who complete their Senior Portfolio achieve a score of 80% or better by Spring 2013. – MET.

To produce three traditional campus newspapers, which demonstrate effective news gathering, reporting, writing, photography, respect of press law, layout and design, and other skills, each semester. – In process for 2013.

To produce an ongoing online newspaper website, which effectively demonstrates news gathering, reporting, writing, photography, respect of press law, and other skills, throughout each semester. – MET for 2012 and in process for 2013.

To expand with equipment, technology, and social media use. – In process.

To turn the yearbook project into a more relevant Mass Communication format, which could mean a magazine format, online presence, or other technological change. – In
To grow the major by 5% each year. – In progress.

X. **Action Plan.**

1) Creating more writing opportunities within existing writing courses.
   To create additional emphasis on writing within the writing and production courses, related courses should include:
   - Multimedia experience
   - Internet website experience
   - And, incorporating social media technology.

2) Adopt the newly proposed social networking class as a new requirement for the major. This will not only provide more diversified writing experiences, but will add the social media aspect to the study of mass communication.
   - Without the need for as many sections of MC150 as a major emphasis for the general education core, mass communication faculty should add a variety of new courses, such as Social Networking, Advertising, and Literary Journalism or Nonfiction Book. This would increase the students writing opportunities, incorporate social media as a new style in writing, and examine the impact of social media. This avenue would enhance multimedia and online expansion.

3) Add a Twitter editor and Twitter news presentation, as well as expand a Facebook page for the yearbook project. This will allow for needed training in the area of social media.

4) Upgrade of media equipment, computers, and software as an ongoing process.

5) Revise the exit exam to include the assessment of the concentrations. Develop the exit exam using a shared portion for the core mass communication courses, but allow for the seniors to be assessed through their concentrations.

**Support needed:**

1). IT department assistance is needed on occasion concerning equipment and technology, though QuarkXPress assistance beyond loading of new editions is not available and is left to mainly one Mass Communication faculty member who knows the software program.
   2). Recruitment efforts are needed to increase enrollment numbers. The Admissions Office and coaches generally do the recruitment.

Individuals who helped with the completion of this report: David Roberts, Susan Dittmer, and Heather Troth.