Missouri Valley College

ACADEMIC PROGRAMS

Academic Program Assessment and Planning Report

Year: 2012-2013

Academic Program: Mass Communication: Journalism 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, concerning areas of print and broadcast.

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 project.

To attain more awards in the annual MCMA newspaper and online contest and the annual MBEA broadcast contest in 2013 for students working in print and broadcast areas.

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 produce video and radio work in align with the broadcast courses offered for the journalism concentration.

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 the print and broadcasting industry and the terminology associated with the fields.

SLO#2 Students will produce effective oral and written communication with an emphasis in print and broadcast 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 and broadcasting 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>
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<tbody>
<tr>
<td>MC 225</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<td>MC 275</td>
<td>X</td>
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<td>MC 330</td>
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<td>MC 400</td>
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<td>X</td>
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<td>MC 401, 402, or 403</td>
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</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 mass communication majors.
4) **Productions** using written, visual, and performance assignments assess SLO’s 1, 2, 4, and 5.

5) **Publishing** in television production (Viking Views Television Segments on YouTube.com), Delta Newspaper, Delta Online, Yearbook/Magazine articles and layouts assessing SLO’s 2, 4, and 5.

**VI. Summary of Findings/Levels of achievement of student learning outcomes**

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 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 indicates that students need more training in news writing and layout.

3. **Annual Exit Exam:** Mass Communication faculty members 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. The print concentration went to a production project that covered news writing, layout and design, photography, and other skills.

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 students won 22 awards and broadcast students won 6 awards. Since 2008, newspaper awards have totaled 74.

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

**Level of achievement of student learning outcomes**

- Graduating seniors worked on a senior exit project which covered areas of print production. 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, one traditional newspaper in the spring semester (going one more beyond the initial goals) 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 second year for the newspaper website as an opportunity for increased publication and story clips.
- Award achievement for written communication in the MCMA contest equaled the previous year with the most ever (at 22 awards) and was more than six times the number from five years ago.

**VII. 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. – Mostly MET, with one more during the summer. (By the numbers, the 2013 Mass Communication seniors were involved in internships at one TV station (in Farmington, Mo.), three radio stations (Columbia; Farmington, Mo.; and Tennessee), one magazine (Missouri Life magazine in Boonville), and one multimedia public relations for the summer.
- 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 project. – MET.

To attain 10 or more awards in the annual MCMA newspaper and online contest in 2013. – MET, well beyond 10 at a total of 22.

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. – MET, with a fourth newspaper produced as well.

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 2012-13.

To expand with equipment, technology, and social media use. – MET, with the addition of a Twitter and Facebook account and upgraded cameras.

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

To grow the major by 5% each year. – In progress.

VIII. 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) The April revision of the Mass Communication concentrations from Print and Journalism to one just called Journalism eliminates the close duplication and provides for
more Mass Comm required hours for the major. The required hours for the minor was reduced, which may attract more students to minor in Mass Communication.

3) Add Ralitsa Gospodinova, master’s degree graduate who has a Mass Communication degree and has media skills, for projects and for recruitment.

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

5) Revise the exit exam to include the assessment of a project within the concentrations.

Support needed:

1). Recruitment efforts are needed to increase enrollment numbers. The Admissions Office and coaches generally do the recruitment.

IX. Faculty/Student Information

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>
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<tbody>
<tr>
<td>David L. Roberts</td>
<td>Comm.</td>
</tr>
<tr>
<td>Harry Carrell</td>
<td>Comm./Lang.</td>
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<tr>
<td>Chaz Maddi</td>
<td>Comm.</td>
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Table 2. Student Profile

<table>
<thead>
<tr>
<th>Number</th>
<th>Fall Male</th>
<th>Fall Female</th>
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<th>Spring Male</th>
<th>Spring Female</th>
<th>Spring Total</th>
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<tr>
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<td>Minors enrolled</td>
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<td>2</td>
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<td>2</td>
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<td>Graduating seniors</td>
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<td>0</td>
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<td>4</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

X. Individuals who helped with the completion of this report: David Roberts, Susan Dittmer, and Ken Kujawa.