Year: 2013-2014

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.

To attain more awards in the annual MCMA newspaper and online contest and the annual MBEA broadcast contest in 2014 for students working in print and broadcast areas.

To have students complete their Senior Portfolio, as required in the Senior Portfolio class.

To produce at least 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 continue to produce a magazine, in replacing the yearbook.

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

To increase the budgets for academic projects.

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>
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<tbody>
<tr>
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</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 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, 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 two opinion pages of the exit exam were kept, so that the department would know what the students thought worked for them, what classes they learned from, and their non-college e-mail address for keeping in touch with them.

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 6 years, students continue to win more awards. This last year, the newspaper students won 31 and broadcast students won 6 awards. Since 2008, newspaper awards have totaled 101.

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 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 100 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 was greater than the previous year (22 awards) with the most ever (at 31 awards) and was more than 10 times the number from six 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. (The one Journalism major successfully completed an internship with the Marshall Democrat-News.)
• Placing 80% of graduates in Mass Media employment within six months of graduation. – In process.

To attain 10 or more awards in the annual MCMA newspaper and online contest in 2014. – MET, well beyond 10 at a total of 31.

To have 80% of students who complete their Senior Portfolio by Spring 2014. – 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 (as well as a special edition Photojournalism online magazine).

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 2013-14.

To expand with equipment, technology, and social media use. – MET, with the best addition being a very good Canon camera and adding more photo albums to the MVC Delta Facebook page (the highest “hit” viewers number for an individual photo album was 2,370).

To continue with a magazine in place of a yearbook. – MET, with the second magazine in the works and due out in mid-summer.

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

To increase the budgets for academic projects – For the newspaper and magazine budgets, it was the first time that they were too tight and one went over-budget and the other had to help make up the difference. That indicates that the funding for projects just isn’t enough.

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) Two concentrations (Journalism and Broadcasting) can be focused upon for advising and other reasons, with the Print concentration being eliminated and shaped into the Journalism concentration last year. (History: The April 2013 revision of the Mass Communication concentrations from Print and Journalism to just one called Journalism
eliminated the close duplication and provided for more Mass Comm required hours for
the major. The required hours for the minor was reduced then as well, which could attract
more students to minor in Mass Communication.)

3) Add a graduate student who has a Mass Communication degree and has media skills
for projects.

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

5) Assist the new recruitment person within the division (Claire Schmidt) with material
to promote the areas of Mass Communication.

6) Request more funding for the individual Mass Communication budgets.

7) Attain more recognition for the department concerning Mass Communication students
and events through media coverage and promotion. (The Journalism major—Brent
Kalwei--served as Class of 2014 speaker at Commencement and was featured in the news
for having a perfect attendance in classes and baseball practices for all his years of
college. Two Mass Comm students—Kathrine Flores and Brent Kalwei—were selected
as senior scholars for the Scholars Banquet, as was a senior with a Mass Comm minor—
Chase Burgess—who represented Public Relations at the Scholars Banquet. Chase
Burgess also received a Charles Bacon award at Commencement. The Delta
webmaster—Amit Jain--though not a Mass Comm major, created a new Iphone app.)

Support needed:

1) More funding for academic programs are needed and crucial if those academic
programs are to grow and succeed.

IX. Faculty/Student Information

Table 1. Faculty Profile

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
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<tbody>
<tr>
<td>David L. Roberts</td>
<td>Communication, Humanities, and Human Services</td>
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<tr>
<td>Harry Carrell</td>
<td>Communication, Humanities, and Human Services</td>
</tr>
<tr>
<td>Chaz Maddi</td>
<td>Communication, Humanities, and Human Services</td>
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*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.

ADJUNCT
Include all adjunct faculty who taught at least one course in the program in the past year.
Number of adjunct: 1.

Table 2. Student Profile

(Note: This is for Journalism/Print concentration majors, not all Mass Communication majors.)

<table>
<thead>
<tr>
<th>Number</th>
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<td></td>
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X. Individuals who helped with the completion of this report: David Roberts and Susan Dittmer.