



AY 2009 – 2010
Program Review

Mass Communication

Mass Communications Program Review (2009)

Part A. Program History and Overview

Although a few mass communication courses had been facilitated through the English Department for several decades, it was not until 1982 that Mass Communication was first offered as a four-year degree at what was then known as Mesa College. It was listed as an emphasis under the Bachelor of Arts in Liberal Arts, and the two available tracks were Print Media and Broadcast Media. Jim Keener was the lone, full-time professor. In 1989, Byron Evers became the second full-time faculty member. A year later, Keener left, and Evers served as the only full-time professor in the program for the next two years.

In 1991, the Mass Communication program and the Graphic Arts program agreed to combine their modest (eight Mac Pluses and an SE server) Macintoshes into a single lab in the south wing of Medesy Hall. The program hosted Mesa State College's first Media Day that year, attracting more than 100 students from area high schools. Media Day has since become an annual event that typically draws 200 students to campus for keynote addresses and workshops by prominent media professionals.

The first major changes in degree requirements went into effect in 1992. These requirements included 21 hours in the core and 18 hours in each concentration, resulting in a 39-hour major. Also, a Public Relations concentration was added, and a minor in Mass Communication was also approved. Jerry Weaver, who had taught both broadcast and PR at the University of Alaska, was hired as a second full-time tenure track professor to teach concentration classes in those two areas. Higher standards for a Mass Communication major also were instituted at that time, requiring majors to earn a minimum grade point average of 2.5 in required English composition courses, receiving no grade lower than a "C." We were the first major at Mesa State to mandate at least a "B" in one of the two required English composition general education courses, and in later years we made the requirement even more rigorous. This immediately caused the program to drop from 89 majors to a low of 60 the following year. However, after going from an "open door" policy to more stringent requirements, the program rebuilt with stronger students.

In 1996, the Mass Communication Program received the Rocky Mountain Collegiate Media Association's "Trendsetter Award" at its 72nd annual conference in Colorado Springs. The award by the 16-state organization focused on the overall Mass Communication program, including activities, achievements and honors by Mesa State College students and faculty during the year. Recognizing its potential, the college created a new Macintosh computer lab for the Mass Communication program in Houston Hall the following year. The purchase of a dozen Power Macs was approved as part of a three-phase \$30,000 technology update. Mass Communication courses at this time were being taught in seven different buildings across the campus.

In 1998, the next significant change in degree requirements was implemented. The program grew to have a 24-credit core, 18 hours in each concentration and four separate concentrations: Print Media, News/Editorial, Broadcast Production, and Public Relations. The Colorado Commission on Higher Education approved Mesa State College's proposal to house the Mass

Communication program in the top floor of the Fine Arts Building, its current home. The program had one tenured faculty member, one full-time non-tenure-track instructor (Tess Carmichael) who was in transitional retirement, and four part-time instructors. The college's administration agreed that the program had grown enough that a search committee could be formed to recruit and hire two more tenure-track faculty members.

In 1999, Regis Tucci joined the program as a full-time faculty member specializing in broadcasting. That same year, construction began on a new three-story classroom building, the aforementioned Fine Arts Building, that would provide a central location for Mass Communication. The number of declared majors in the program's four concentrations was 127. It jumped to 173 majors in one year, as the program and the entire college had become the fastest growing institution in the state. One problem facing the program was the need to avoid a "bottle neck" of students trying to complete the program on time because so many of the courses were on two-year cycles. We solved this problem by hiring Dr. Morris Brown to a tenure track position in 2001 to primarily teach Public Relations/Advertising, and by hiring Laurena Davis to teach full-time in a non-tenure-track position. Ms. Davis also served as faculty advisor to the Criterion, Mesa State's student newspaper.

With the completion of the Fine Arts Building in 2002, the Mass Communication program moved most classes to the third floor. All upper-division classes were now being taught in one location, a welcome change for both students and faculty used to traveling among seven different buildings. The Grand Junction Daily Sentinel provided a \$60,000 grant to help the program move into its new home with state-of-the-art computers, software and broadcasting equipment. (Almost all of that equipment has since been updated using special funding and student fees.) In addition to the modern lab with 22 computers, the program has its own lecture room on the third floor, a small reading library, three audio/video editing booths, a television production studio, an audio production studio, and individual offices for faculty.

Dan Flenniken joined the program when Dr. Brown resigned in 2005. Mr. Flenniken teaches advertising and PR courses, along with some broadcasting and general education courses. He was responsible for creating a successful MASS 110 class on-line, and also getting the 110 courses approved as a general education elective.

Davis, who is now managing editor of The Daily Sentinel, left, and the program had difficulty keeping advisors with the student newspaper. There were three different advisors in two years. This lack of continuity adversely affected both the business and the editorial sides of the newspaper. That issue was addressed in 2007 by adding a fourth, non-tenure-track position. Eric Sandstrom is starting his third year in that position. He has helped stabilize the publication, which is no longer operating with a deficit. In fall of 2008, the administration approved upgrading that position into a tenure-track job, but then withdrew its approval due to unexpected budget constraints. Currently, the program has two tenured professors (Evers and Tucci), another on tenure track (Flenniken), and one full-time, non-tenure track instructor (Sandstrom). In addition, five to six part-time instructors are necessary each semester.

Historically, the program has a solid track record of commitment to diversity in terms of ethnicity and gender. At one time, Mass Communication had the only African-American professor on campus (Brown), and also had two female professors (Carmichael and Davis), and

one Hispanic instructor (Michel Aortega). Further, the student newspaper had its first African-American editor two years ago, and an African-American student is editor of the student magazine, *Horizon*, this year. The student newspaper had an African-American editor two years ago and currently has an African-American woman as its student business manager. Though our current tenure-line faculty do not reflect that diversity, the commitment remains.

Our most recent curricular changes, begun almost two years ago, reflect our acknowledgment of the evolutionary changes in Mass Communication tools. We identified a need for a concentration in "New Media" and altered our curriculum to reflect the demands of the marketplace. We then combined the under-enrolled Print Media and News/Editorial concentrations into a single Journalism Concentration that teaches the core skills of writing, storytelling and analysis. This enables students who are interested in being reporters, anchors, editors and photographers to have an area of study if they plan to work as traditional journalists in newspapers, magazines, television and radio. The Broadcasting concentration is geared more toward technical, behind-the-camera techniques, whereas students wanting to be journalists, whether print or broadcast, have opportunities to receive advance classes in writing, reporting and analysis. The faculty believe these four concentrations are the most crucial and popular, significantly widening the net of job opportunities for our students.

As the entire mass media industry, higher education, and the Association for Education in Journalism and Mass Communication struggle to anticipate what the future holds, our program has sought to strengthen its ties with industry. We hosted a conference in June for local working professionals to better understand their needs. A summary of the meeting and our analysis of what we learned is provided in Appendix E.

Part B. Program Objectives and Goals

The role of the Mass Communication program is to offer students an opportunity to develop knowledge, theory, and skills that will assist them in the development of critical thinking, securing employment in the broad field of Mass Communication, and preparing those who plan to continue their studies at the graduate level. Through the four concentrations offered in the program, students prepare for careers by learning the process of gathering and presenting timely and accurate information to targeted audiences.

The principal objective of the **Journalism** concentration is to provide the skills and practice necessary for those seeking careers in broadcast, print, and internet media by addressing analytical, writing and reporting skills, interviewing techniques, news judgment, and libel and privacy.

The principal objective of the **Broadcasting** concentration is to educate students in the theory, esthetics, and practices required of professional broadcasters, and to provide practical experience in program creation, media management, and history.

The principal objective of the **Public Relations/Advertising** concentration is to provide the skills needed to create, enhance, and protect the positive image of organizations and individuals while targeting key publics or markets associated with organizations and creating effective strategies to promote their well being and market share.

The principal objective of the **New Media** concentration is to provide theory, skills, and practice required for those seeking careers in internet communication, using web pages, still pictures, audio, video, graphics, advertising, social media, writing, and other skills.

All four concentrations require students to complete a one-credit hour on-campus practicum at several program-directed worksites, including the weekly student-run campus newspaper *Criterion*, the campus student-run magazine *Horizon*, the campus student-run radio station KMSA-FM, the campus student-run television production MSCtv, the campus Marketing and Publications Office, the campus Webmaster Office, and the campus Sports Information Office.

All concentrations also require students to obtain and complete an off-campus internship equivalent to a minimum of five academic credits under the direction and supervision of trained professionals employed in a related aspect of Mass Communication at an approved job site. The practicum and internship enhance the students' educational experience by allowing them to put into practice what they have learned in the classroom. Both also provide students with work samples they can display in portfolios.

Part C. Analysis of Need for the Program

The well-publicized difficulties of the media as an industry necessarily, albeit unfortunately, come front and center in any current needs analysis of a Mass Communication program. Anyone who reads a newspaper—and there are obviously not enough of those folks—understands that parts of the industry are contracting rather than expanding and that the failure to monetize information content on the Internet has already eliminated a number of jobs in the field of journalism. While acknowledging the challenges we face, however, we also believe that a number of indicators—both statistical and philosophical in nature—indicate the continued viability of Mass Communication studies at Mesa State College.

The primary indicator of our continuing success is the number of majors in our program. During recent program prioritization proceedings our enrollments were judged as stable over the past five years in all areas except the now defunct Print Concentration, having followed a statistical pattern almost identical to other professional programs on campus. Furthermore, the overall size of our program in terms of majors compares very favorably with other programs on campus (see Appendices for enrollments). We had 147 majors as of Spring 2009 and have graduated 20-30 students every year for the last 5 years. In the Fall of 2009, largely due to the addition of MASS 110, a General Education course required of all Mass Communication majors, our overall head count was the highest in the program's history.

Our graduates work throughout Colorado and the nation as journalists, public information officers, or writers in business and industry. We live in an age saturated with information, and our alumni will continue to be the ones who manage the ways people filter and understand that information. Our current students perform a similar service for their classmates around campus, helping promote theatre productions and Holocaust Awareness Week and assisting on play-by-play broadcasts of Mesa State's athletic events. Their work on KMSA and *The Criterion* establishes the talking points of the week's campus culture. Students from other disciplines can come to us as well, supplementing their knowledge in other areas with an ability to communicate that knowledge more clearly to the culture at large. In addition, we provide a major connection between the campus community and the broader Mesa County community, as students produce PR campaigns for the City of Grand Junction, the Mesa County Health Department and the Western Slope Center for Children, to name just a few.

In order to continue this growth and build on it, we have to be mindful of the industry's continuing evolution, which is why we hosted a retreat with community media professionals in June 2009 (see Appendix E for notes). This meeting of journalists, broadcasters and public relations experts pointed a clear way for us as educators responding to uncertainty in the discipline. Clearly, we have to focus on the fundamental communication skills of writing and storytelling while also keeping on top of changes in the technological platforms through which content is delivered. Students must not only understand how to use Twitter and Facebook as promotional and narrative instruments, but must also have enough flexibility in their training to adapt effectively to the continuing changes that lie ahead for them. Our core classes and internship program provide that for students, and we are committed to persistently reviewing our curriculum to ensure their success.

D. Narrative Summaries of Resources

Mass Communication is unique in its pursuit of both professional values and values traditionally assigned to the “liberal arts.” While essential to the functioning of a free society, as a discipline Mass Communication requires that its theories interface with a variety of changing technological tools, requiring a faculty and facilities capable of merging the professional world with that of the academy. Mass Communication at Mesa State, then, concentrates on the creation of messages for distribution by mass media, an ever-changing amalgamation of outlets both wireless and wired, print and video, audio and design, and those yet to come. Our professoriate demonstrates the values of critical thinking, the primacy of the written word, and clear speaking in all of the sub-disciplines of Mass Communication. With those values in the forefront, the faculty monitor their fields to constantly keep abreast of changes in content creation and technology and to bring useful and appropriate changes to the classroom. The nature of our discipline requires both quality staffing and regular facilities updates.

Faculty and Staff Listing

The Mass Communication program currently has three tenure/tenure-track faculty, one full-time instructor and a dedicated part-time faculty whose numbers vary from semester to semester. In addition, the program shares an excellent administrative assistant with the Art program and subcontracts some technical expertise.

Full-time Faculty

Byron Evers--print media, editorials and comments, publication design, digital photography, Faculty Advisor to Horizon magazine.

Dan Flenniken--public relations, advertising, public information, public television, broadcast journalism.

Eric Sandstrom--media reporter, science writer and reporter, public information officer with the Colorado National Monument, Faculty Advisor to *Criterion*.

Regis Tucci--commercial radio and television, public television, public relations, broadcast journalism, Faculty Advisor KMSA-FM, MSCtv.

Part-time Faculty

Adam Cochran – web content design, web publishing

Keesha Davis –public relations, operations management

Marilee Langfitt – public relations

Steve Maxwell – photography

Carroll Multz – lawyer, former prosecutor

Staff

Linda Johnson, Administrative Assistant – 20 years experience

Vala Berry, Video/Television Engineer and Computer expert (independent contractor) – 20 years experience

Norm Price, Radio Engineer (independent contractor for KMSA-FM) – 55 years experience

Mac Lab (FA 308) assistants selected from upperclassmen in Mass Communication
Video Edit Suite supervisor and Audio Lab supervisor selected from upperclassmen in Mass Communication by R. Tucci

Mass Communication Physical Facilities

All Mass Communication facilities and equipment are located on the third floor of the Fine Arts Building. The creation of Mass Communication is a cognitive, individual effort dependent upon highly specialized and complex equipment for distribution. Our students are exposed to the gear they will be using as media professionals while performing exercises in the classroom and in the field. Equipment use is intense and ongoing, and as such requires the same intensity in its maintenance and replacement. Mass Communication is, obviously, both people and technology driven.

- **FA (Fine Arts) 301** is the Mass Communication Library, which houses collections of popular magazines as well as learned journals of the represented disciplines in Mass Communication. The Library has a wall mounted cable-connected CRT tv as well as three Apple IMac computers connected to the campus network and a local printer. All Macs have the most current software for text and design work.
- **FA 308** is the Mac lab and houses 25 Imacs for students and an IMac designated as the "Professor's Mac." Black-and-white printers and photograph-quality color printers are networked to all Macs in the Lab. In addition, the Lab has a projector connected to the Professor's Mac and other video sources. Audio is an integral part of the Lab's operation. All Macs have the most current version of Office and specialized software, such as Adobe Creative Suite 4, installed.
- **FA 309** is a Video Editing Suite with two IMacs, one dedicated to use with the Beau Vine animated series seen on the MSC web site. Both Macs have Final Cut Express video/audio editing software.
- **FA 310** is a Video Editing Suite housing a highly specialized Mac with Studio 2 editing software installed and identical twin displays.
- **FA 311** is a Video Editing Suite with a Compaq Evo server hosting Media 100 video editing software.
- **FA 312 D** is the Master Control Room for the television studio. All equipment is unique to television production and is state-of-the-art. Computers in Master Control are PC.

- **FA 312 A** is the Television Studio and contains pedestal-mounted Ikegami cameras, house lights, studio lights, a lighting grid, microphones, and specialized sound absorption provisions.
- **FA 312 B** is the Digital Audio Lab and has highly specialized equipment used for the sole purpose of recording and editing audio. A specialized Mac runs Logic Pro 8 software.
- **FA 312 C** is the Mass Communication lecture room and is equipped with a networked PC and integrated smart projector system.
- **FA 313 C, D, E, F, and G** are Faculty offices and contain at least one IMac, with the exception of 313C, which has an IMac and two PCs, and 313G with two Imacs.

Other Mass Communication equipment is available for supervised student or faculty use as follows:

Four Panasonic digital field cameras
 Four Monfrotto tripods
 Two portable CD burners with SD cards
 Eight hand-held audio recorders with SD cards
 Two MacBook Pro laptop computers

Library Resources

The library's support of Mass Communication programs is very much up to the task of providing students up-to-date tools of the trade. A broad range of electronic resources such as Ebsco's Communication & Mass Media Complete and the academic version of Lexis-Nexis are maintained. Library access to online periodical articles in the field is substantial. Library users can find approximately 285 online periodicals through the Library's Journal Finder as well as substantial coverage in several of the Library's online databases for Mass Communication subjects. (See Appendix A for the full Library report.)

Other Resources

Although not directly a part of the Mass Communication academic program, student media organizations are advised by the Mass Communication Faculty and provide invaluable opportunities for teaching and learning. The organizations are student-managed and student-staffed and provide authentic experiences in all aspects of Journalism, affording students opportunities for the application of classroom lessons. Financial resources are supplied by student fees and the sale of advertising or underwriting. Involvement in student media is open to all students regardless of major.

The student media are (in chronological order):

The Criterion (1932). Weekly newspaper. Average number of students involved in an academic year: 25.

KMSA-FM (1975). A full-service radio station on the air 24/7/365. Average number of students involved in an academic year: 100.

Horizon (1998). A full-color glossy pictorial magazine featuring student photographic work and Grand Valley topics. Average number of students involved in an academic year: 12.

MSCtv (2004). A television production company that creates programming for the campus cable television system using channel three. Average number of students involved in an academic year: 10.

Unique Sources of Revenue and Expenditure

Revenue Sources

Mass Communication has additional fees assessed to students in classes that use expendable materials or specialized maintenance not available from the College. The college has been generous in providing one-time funding for capital equipment expenditures, as well.

Expenditures

Mass Communication expenditures include specialized color inks for the color printers, equipment unique to broadcasting, engineering costs for installation and maintenance of equipment and specialized software, and the constant upgrading of all equipment types.

E. Effectiveness of Program

Accreditations by Professional, Regional or National Associations

The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Mesa State College and its academic programs.

Changes since the Most Recent Program Review

Modification of Concentrations

As noted in the Program Overview section, in response to industry trends and converging technologies, the department has revised program concentrations to include a New Media emphasis. Mesa State is one of the first colleges to offer this concentration. An advisory task force, convened in June 2009, confirmed that this was a proactive and needed step. Concentrations now include Journalism, Broadcasting, Public Relations/Advertising and New Media. The addition of New Media includes an emphasis in communication using Web 2.0 and other social media contexts. Mesa State's Curriculum Committee approved these changes and the proposed course additions in November 2008.

Specific Course Additions/Changes and Associated Upgrades to Facilities

Courses added since the last review include MASS 410 Content Development for Web Pages and MASS 468 Web Content Production. Core program requirements were modified to include MASS 320 Photojournalism for all majors. All courses in the Mass Communication program use technology-based learning and class/laboratory settings to maximize student learning.

To keep pace with changing technology and new media courses, laboratory and studio facilities have been upgraded each year. They now provide one-to-one access to software packages including Adobe CS4, Final Cut Express and video/audio components. In 2008, additional field equipment was purchased for video and audio production in courses such as Broadcast Writing and Writing and Reporting for Media. Over the past five years, Mass Communication has upgraded and replaced television studio equipment, including Teleprompters, a switcher, and soundproofing. Air conditioning was installed in the TV control room and studio in the summer of 2008. The audio studio was upgraded with a new mixing/production board and air conditioning in 2008. These additions provide ideal hands-on learning opportunities for students.

Mesa State has provided a high level of support for the equipment and software needs of the Mass Communication program. Student fees (\$40 per course per student), capital equipment and operating budgets have provided the necessary funds to keep our facilities in "state-of-the-art" condition. Visiting colleagues from the University of Colorado and Colorado Press Association always compliment our program for its commitment to excellence ...and say they envy our lab.

Other Changes

Mass Media Impact and History (MASS 110) became a General Education/Guaranteed Transfer Humanities course in the Fall of 2007. This change has increased enrollments in the Mass Communication program and proved to be an effective recruiting tool. It is also a great opportunity to introduce non-majors to student media opportunities.

As part of this process, and through a strategic planning grant from the Office of Academic Affairs, a Faculty "Road Map" was developed to assure that all faculty covered the key goals of the course. The Road Map also provides a resource for part-time and new faculty. The Road Map includes sections on course content, observations of other colleges' courses and demographic research concerning the potential MASS 110 student.

In response to the college's mandate to be a regional education provider, MASS 110 was also converted into an online course, offered for the first time in the Fall of 2008. This course allows students from as far away as Moab, Utah, and Steamboat Springs, Colorado, to participate in our program. An average of 28-30 students enroll in the course each fall.

New Faculty

Two new faculty members have joined the Mass Communication Department, replacing Laurena Davis and Dr. Morris Brown. Daniel Flenniken joined the faculty in fall of 2005, concentrating primarily on Advertising and Public Relations courses. Flenniken's background is in television production and management. Eric Sandstrom joined the faculty in 2007. His background includes reporting for daily newspapers, investigative reporting and health industry public relations. Sandstrom is currently teaching News Writing and Reporting, Public Affairs, and Editorials and Commentaries. He also teaches Desktop Publishing and Mass Media: Impact and History classes and serves as the advisor for the college newspaper, *The Criterion*. A full list of faculty, including adjunct and support staff is contained in Appendices G and H.

Assessment of Student Academic Achievement within the Program

The Program Assessment Progress Report is contained in Appendix C.

Students are evaluated extensively during their four years of study in Mass Communication. Assessments measure writing abilities and overall content knowledge. They also include external assessments from professionals via participation in senior presentations and internship performance feedback. (All Mass Communication students complete an off-campus internship prior to graduation.)

Summary of Strengths:

* Students demonstrate steady progress in writing, understanding of content, and professional presentation standards. Positive results can be seen in terms of improvement in writing abilities over four years of study as evidenced by 82% proficiency scores on MASS 494 Senior Seminar papers compared to 71% proficiency on MASS 201 assignments. Senior exit exams demonstrate

dramatic improvement in writing ability and general knowledge of Mass Communication compared to students in the MASS 110 class.

* The program's required internships are viewed as a benefit to our students and the professional community. Assessments provided by industry professionals show Mesa State's Mass Communication students are viewed as highly trained, versatile and highly employable upon graduation. They are also highly regarded by their supervisors in comparison to other college interns. This is obviously a qualitative assessment. However, we have included sample commentaries from community supervisors here and in Appendix C to demonstrate the quality of our students at graduation:

Chris Tomlinson, chief photographer supervising Danielle Stomberg's photojournalism internship at The Daily Sentinel: "Student's main strengths 'Can pickup all assignments, sports, spot news and come back with great photos and outline info.' Student's main weaknesses: 'Sorry, none!' Would definitely hire student and she ranks excellent compared to other college interns."

Karla Shotts, KJCT-TV (ABC) news director, on Stephanie Dumas: "Stephanie is a quick study and has become a valuable asset to the newsroom in her time as an intern. She has learned how to find resources for stories, been professional in talking to court personnel for follow up stories, and helped reporters forward their stories with extra information. Stephanie also has spent her time here searching for extra content for news shows which adds to the overall quality of the daily shows. She puts her head down, does what is asked and is great at keeping the staff informed as to her progress throughout the day. If she would pursue a career in this field, she would be welcomed back. Would definitely hire student and she ranks excellent when compared with other college interns."

Greg Mikolai, KRMJ-TV (PBS) production coordinator, on Roldan Chandler: "Very conscientious and a quick study. Eager to learn. Ranks good when compared to other college interns."

Bradley Block, chief of interpretation/PR with Custer State Park, S.D., on Mat Peters: "Mat demonstrated a professionalism to a high degree with every assignment throughout the summer session. His programs were well planned and he appeared to take great pride in his work. Furthermore, his assigned project challenged him with time management, as well as internal and external communication with park staff and a nearby private property owner. To my knowledge, Mat proved himself in every manner and represented the park with a sense of excellent customer service." He ranked excellent when comparing with other college interns.

* Senior seminar papers and presentations demonstrate a high degree of professionalism, understanding of formatting requirements and critical thinking abilities.

Summary of Identified Needs According to Departmental Assessments

* Writing scores in lower division courses tended to fall below criteria for success. While all the assessments were above the 70% criteria for success, only Senior Seminar achieved the 80% criteria. These results demonstrate a need to reinforce key writing elements in all courses. This

can be done by using the same rubric in all courses throughout the curriculum. Additionally, writing samples were taken at random times during the semester and may not be reflective of students' best work. In the future, the department should select end of semester or "final projects" for the assessment to be more valid in measuring outcomes.

* Senior seminar presentations were below the criteria for success (66% - where 80% was the criteria). While reviewers were complimentary in their remarks, the rubric did not give an opportunity to rate students as "excellent, good, fair or poor." The rating was only point based and may not be reliable in ranking students' work. At the same time, use of a new rubric in preparing seniors -prior to presentations - would be a positive step and would reinforce learning goals.

Faculty Success Data

Teaching Effectiveness

The faculty in Mass Communication includes three full-time professors (two tenure and one tenure track), one instructor (who also serves as the advisor for the student newspaper) and a cadre of part-time professors who assist with classes such as Mass Media: Impact and History, Content Development for Web Pages and Web Content Production. (See Appendices G and H for Vitae) All full-time professors' base load is 24 credit hours each academic year. Additionally, full-time faculty members teach additional courses, including online and summer courses, to offer opportunities beyond the normal academic program. Currently these extra offerings include:

MASS 110 (Mass Media: Impact and History) Fall 2009 Online course

MASS 320 (Photojournalism) Summer 2009 course

MASS 470 (Advanced TV Production) Summer 2009 course

MASS 340 (Mass Media Advertising) is being developed as an online class for the summer of 2010 through a grant from the Extended Studies Program at Mesa State.

Teaching effectiveness for Mass Communication includes a strong emphasis on hands-on/practical coursework as well as an emphasis on critical thinking and scholarly accomplishment. Faculty manage state-of-the-art facilities that provide access and instruction in a very interactive and one-on-one approach.

Our faculty also provides opportunities for students to go behind the scenes of major sports franchises and media businesses in Colorado. They also work with media and public relations professionals through internships and class visits, and attend workshops and retreats for area professionals such as the Mesa County Communications Officers' Association and the National Association of Television Program Executives. Mass Communication's faculty members are evaluated by students in every course. All full-time faculty work with the Department of Language, Literature and Mass Communication Department Heads to continually evaluate and improve their teaching effectiveness.

Advising Effectiveness

Currently, there are 150 declared majors in the Mass Communication program. Each declared major is assigned an advisor within the program. The three full-time faculty are responsible for advisees as indicated in the following chart:

	Advisees – Mass Comm Majors*	Advisees – Other (AA or Minors)	Totals
Byron Evers	20	3	23
Dan Flenniken	69	7	76
Regis Tucci	61	10	71
Totals	150	20	170

Advising requires planning each student's program and providing assistance to the student in areas such as finding tutor services, acquiring an internship, searching for employment, planning schedules, and meeting requirements for graduation. The Mass Communication faculty, due to their commitment to both academic and professional success, and to the high majors-to-faculty ratio in the program, spend an exceptional amount of time on advising individual students.

Faculty also regularly participate in "SOAR" academic advising for incoming students, "FYI" courses which provide an in-depth introduction to higher education for entering students, and programs such as "MAV Scholars," which are designed to reach out to high-achieving students in the Western Colorado region. As also noted in the summary of resources, our professors serve as advisors for campus media including KMSA radio, MSC-TV, *Criterion* (college newspaper) and *Horizon* (college magazine). Mesa State's campus media are highly valued by students and require intense effort by the handful of faculty available to work with them. Over 100 students, for example, are involved with KMSA radio, giving it the 2nd highest level of extra-curricular student participation at Mesa State College, second only to football.

Scholarship

Faculty have maintained a strong scholarship record including publications, professional presentations, advanced training and attendance at national/regional conferences. A summary of this activity is contained in Appendix D. Faculty place an emphasis on connecting students to this professional activity, involving them in professional meetings such as the Colorado Press Association, the National Association of Broadcasters, the National Association of Television Program Executives and others.

Professional development /scholarship has also included faculty development workshops in distance learning, diversity, educational access, Adobe CS 4 and other software platforms, with funds provided by the Department of Languages, Literature and Mass Communication and the Office of Academic Affairs. Our faculty's principle goals in scholarship are to maintain currency in the field of Mass Communication and continue to develop as teachers.

Service

All faculty members maintain a high degree of service activity on campus and in the community. We maintain a strong profile on campus, serving on Curriculum Committee, the Distance Learning Committee, Lectures and Forums, Media Board, and various study committees.

In the community, Mass Communication faculty consult and volunteer with organizations including Rocky Mountain PBS, commercial radio and TV affiliates, Mesa County Communications Officers' Association, Kids Voting, Colorado Division of Wildlife, Boy Scouts, Colorado National Monument, Grand Valley Magazine, the Grand Junction Daily Sentinel and others. Through these affiliations, Mesa State's Mass Communication program maintains visibility and is able to obtain internships and other opportunities for students.

Mass Communication annually hosts a spring Media Day for high schools in the region. Media Day brings working media professionals to campus and involves both high schools in Western Colorado and college students. In 2009, Mesa State also partnered with the University of Colorado School of Journalism and the Cox Foundation, presenting an in-depth workshop on "The Invisible Web." Recently, the event moved from the College Center, which has been demolished, into the Fine Arts Building. The move proved to be a positive way to involve Mass Communication students in the planning and implementation of the event and brought a rich array of media professionals into our building. Over 100 students from as far away as Cortez and Eagle attended the event (see the sample program in the Appendices). As part of Media Day, Mesa State Mass Communication awards a scholarship to a high school senior. This year's winner is from Montezuma-Cortez High School in southwest Colorado.

For the second year, Mass Communication served as host and facilitator for the University of Colorado's School of Journalism workshop. Over 50 journalists, students and community members attended the workshop in July. The workshop is funded through the Cox Foundation.

Student Success

Mass Communication students experience a high degree of success in receiving scholarships. Our students, for example, have regularly received scholarships from the Colorado Women's Press Association, Colorado Press Association and The Daily Sentinel (Cox) for study at Mesa State or to apply to graduate studies.

In collegiate competition, Mesa State students continue to win awards such as:

- *The Criterion* student newspaper was one of 21 college newspapers to receive a Pacesetter Award in 2007 in Washington, D.C.
- Student editor Taylor Stonehouse received a first place award for web pages in the Associated Collegiate Media national contest.
- *The Criterion* and staff have won more than 100 awards in regional and national competition with other college newspapers during the past decade.

- *The Criterion* hosted a successful banquet with former staff members from the past half-century attending to celebrate its 75th anniversary in 2006.
- 2005 Mark of Excellence Award SPJ Region 9 (Horizon Magazine)

Mesa State/Mass Communication is proud of our record with regard to diversity and outreach. Non-traditional and minority students have excelled in leadership positions for *The Criterion*, Horizon Magazine and in professional internship settings.

Mass Communication graduates are able to find jobs in their fields or gain entry to graduate schools. While records are limited to self-reporting and alumni contacts, a majority of our graduates are able to find employment within their area of interest in the year following graduation. The following sample list of our graduates provides a sense of the broad range of their successes:

- Megan Fromm, Faculty member Newseum, Washington D.C. , Doctoral student at the University of Maryland
- David Goe, Public Relations, Mesa County Public Library, Grand Junction
- Ryan Stringfellow, General Manager, KAFM Public Radio, Grand Junction
- Jessica Shaw, Public Relations, Entercom Corporation, Denver
- Sandy Bean, Public Relations, Grand Junction
- Pat Bahr, Sports Writer, Grand Junction *Daily Sentinel*
- Taylor Stonehouse, Graduate School, Colorado State University
- Monic Galan, Graduate School, University of Nevada
- Michelle Hooper, published author, Real Estate sales, Texas
- Jennifer Jespersen, Web content developer, Colorado Division of Wildlife, Grand Junction
- Nathan King, Radio Station Manager, Aspen
- Matt Stahl, Paid Intern, Department of Energy, Grand Junction
- Cathy Nordine, Public Relations/Publications, Community Hospital, Grand Junction
- Max Ryan, Radio production/talent, MBC Grand, Grand Junction
- Roldan Chandler, National Guard/Communications, Hawaii
- Justin Walton, Director, KKCO/NBC 11, Grand Junction
- Elizabeth Deditz, Librarian, Brush, Colorado
- Rachel Freeman, Public Relations Coordinator, Partyland, Grand Junction

F. Strengths Identified by the Review

The Mass Communication program reaches significantly more students every year who arrive on campus with little more than ambitious dreams and graduate with high-in-demand skills and a strong work ethic to succeed in the increasingly complex and competitive world of communications.

The program's success hinges on complementary strengths:

- 1) Dedication to the academic mission,
- 2) Sensitivity to students' needs, and
- 3) Flexibility to adjust curricula in a timely fashion.

These individual strengths create a foundation upon which Mass Communication students build their own success stories during their undergraduate tenure and also after graduation. Hundreds of our graduates provide a clear reflection of how effective this program has become since its inception 27 years ago with only a single faculty member.

The program's dedication to the academic mission—built on new media, journalism, broadcasting, and public relations/advertising concentrations—offers students the opportunity to develop knowledge, critical thinking and communication skills to enter the job market or graduate school in all areas of those disciplines. All concentrations require undergraduates to work for the college media (radio, TV, magazine, marketing/publications, webmaster or newspaper) as well as for an off-campus business to provide some real-world experience prior to graduation.

The program's sensitivity to students' needs is best illustrated in two approaches: a) maintaining valuable relationships with communications professionals off-campus, and b) supporting the curriculum with rapidly evolving (and increasingly expensive) technology when it becomes available. The program faculty has regular (formal and informal) meetings with outside experts (communication professionals) to stay on top of the ever-changing education requirements of the workplace. In June 2009, for example, the Mass Comm faculty hosted a conference of media experts to develop a roadmap for the program's future. The advanced use of software, hardware and audio/video equipment for students in all program concentrations demonstrates a commitment to excellence.

The program's flexibility to adjust curricula in a timely fashion is evident in this year's development of a New Media concentration, offering increased emphasis for students in video, audio, social networking and web applications. New courses have been added in web content production, and core program requirements were expanded to include upper-level photojournalism. Finally, an on-line mass media course for general education has become a growing staple of the program in only two years.

These multiple strengths of the program contribute to its vitality and growth. Consequently, the program's future depends on the continued success of our students.

G. Areas in Need of Strengthening

Three areas needing strengthening are apparent upon review of this self study.

1. The primary weakness of the Mass Communication program in recent years has been maintaining sufficient staffing, both in terms of numbers and quality. Three of the full-time professors are tenured/tenure-track and one is a full-time instructor. There is a strong need to add another tenure-line position to the program. Eric Sandstrom, who serves also as the Faculty Advisor to *The Criterion*, fills the current temporary full-time position. His professionalism and dedication to Mass Communication are evident in the classroom and in *The Criterion*. We need to ensure that professionals of his caliber can become tenured faculty. The upgrade of that position would also allow its holder to advise Mass Communication majors, thereby lessening the load on the three other Faculty members. Further, adding at least one tenure-line position would lessen our reliance on part-time faculty. Each year we experience increases in the number of students in MASS 110 Mass Media: Impact and History, especially since it is now in the General Education listing. Each semester we scramble to find degreed, capable people to teach that course. At times, enrollment pressures are such that we even have difficulty finding qualified instructors for upper-division courses, particularly those in the New Media concentration.

2. Another weakness is endemic, and the price paid for such a popular field of study, and that is equipment specific to Mass Communication. As mentioned in this document previously, the faculty teaches the creation of content for media and that process is uniquely individualized. That content reaches its audience via somewhat costly equipment. Television cameras, video switching consoles, editing suites, audio consoles, creative software, and the host of other specific-use gear provide the means, very expensive means, to the desired end; mass distribution of messages utilized individually. Replacement costs and maintenance for this equipment is sometimes very expensive. The Faculty is very cognizant of the costs involved and takes their stewardship of the Mass Communication budget very seriously.

3. The last weakness concerns both our assessment results and our assessment program generally. The Mass Communication rubric for evaluating student writing states that 75% of the randomly selected analytical and writing samples from key courses will be rated Good to Excellent. MASS 201 Writing and Reporting for the Media, MASS 301 Broadcast Writing, MASS 402 Writing for PR and Advertising, MASS 490 Mass Communication Theory and Research, and MASS 494 Mass Communication Seminar were the classes from which samples were taken. The results showed that only one class exceeded the set standard (82%) while the other four had scores in the low to high 70s (71%, 73%, 73%, and 78%). The scores may be a statistical anomaly and could be addressed by a sample of 20 to 25 instead of the 9 to 10 which were used. Thus, we will work on strengthening our students' writing skills and on sharpening our view of them.

H. Vision

In light of the strengths and weaknesses suggested by the self-study, we propose the following steps to ensure the program's future:

- a. Explore options for broadening the program's scope and reach, such as:
 - offering courses at the Montrose campus
 - collaborating with the University of Colorado (as an example) on a Master's program in Journalism
 - exploring more curricular interaction with the Bishop Campus/WCCC, (currently building a two-year program)
 - establishing an industry advisory panel to meet with Mass Communication faculty on a regular basis
 - develop scholarship opportunities to replace or augment those currently available to Mass Communication students
 - exploring workshops for area journalism teachers and for middle school/high school students as a summer media camp
 - establishing and maintaining a communications link with all Mass Communication alumni
 - establishing a branch of PRSSA in western Colorado to facilitate professional growth and networking for PR students

- b. Review course offerings, strengthen assessments and continue to increase emphasis on new technology and related skills. Examples would include:
 - researching available standardized assessments or revising the entry/exit exam
 - adding online journalism skills in all classes
 - developing a new communication theory course for sophomores (a recommendation that emerged from our advisory meeting – so students better understand communication theory and new technology applications)

In order to meet the challenges addressed in the program review, we need to actively pursue the following actions requiring additional resources:

- Adding faculty to reduce the number of adjunct positions, increase program consistency and address new areas of cross-over and expertise. Our recommendation is to add one tenure-line position, giving the program a total of 4 full-time professors and one instructor to cover the curriculum.
- Addressing equipment and facility needs for the next five years to include – studio/laboratory space and equipment, software upgrades, classroom equipment which allows teaching with new technologies.
- Budgeting for acquisition of testing materials and/or work with a consultant to generate assessments and rubrics for our writing courses.

We believe that this articulation of the future of our program is both reasonable in its resource implications and transformative. Going forward, we hope to continue our review of curricular and program quality and continue graduating highly-skilled, marketable Mass Communication professionals.

Appendix A

Program Statistics

**Table 1a. Undergraduate Enrollment by Major Code, Summer Terms 2004 - 2008
Mesa State College**

Level	Major Code	Program Name					
			2004	2005	2006	2007	2008
Baccalaureate	3242	Mass Comm-Broadcasting New Majors	1	0	0	0	0
		Continuing Majors	20	38	20	20	17
	Sub-Total		21	38	20	20	17
	3243	Mass Comm-News/Editorial New Majors	0	1	0	0	0
		Continuing Majors	6	3	3	3	1
	Sub-Total		6	4	3	3	1
	3245	Mass Comm-Print Media New Majors	2	1	0	0	0
		Continuing Majors	6	23	6	4	5
	Sub-Total		8	24	6	4	5
	3244	Mass Comm-Public Relations New Majors	0	1	0	0	0
		Continuing Majors	16	21	14	6	14
	Sub-Total		16	22	14	6	14
	All History	New Majors	3	3	0	0	0
		Continuing Majors	48	85	43	33	37
	Grand Total		51	88	43	33	37

**Table 1b. Undergraduate Enrollment by Major Code, Fall Terms 2004 - 2008
Mesa State College**

Level	Major Code	Program Name					
			2004	2005	2006	2007	2008
Baccalaureate	3242	Mass Comm-Broadcasting					
		New Majors	22	27	22	24	22
		Continuing Majors	46	46	42	41	46
	Sub-Total		68	73	64	65	68
	3243	Mass Comm-News/Editorial					
		New Majors	5	12	11	8	8
		Continuing Majors	10	4	12	11	5
	Sub-Total		15	16	23	19	13
	3245	Mass Comm-Print Media					
		New Majors	14	4	9	15	6
		Continuing Majors	15	20	11	13	18
	Sub-Total		29	24	20	28	24
	3244	Mass Comm-Public Relations					
		New Majors	23	25	20	25	15
		Continuing Majors	33	22	25	35	33
Sub-Total		56	47	45	60	48	
All History	New Majors		64	68	62	72	51
	Continuing Majors		104	92	90	100	102
	Grand Total		168	160	152	172	153

**Table 1c. Undergraduate Enrollment by Major Code, Spring Terms 2005 - 2009
Mesa State College**

Level	Major Code	Program Name						
			2005	2006	2007	2008	2009	
Baccalaureate								
	3242	Mass Comm-Broadcasting						
		New Majors	4	10	9	7	10	
		Continuing Majors	61	58	54	56	57	
	Sub-Total		65	68	63	63	67	
	3243	Mass Comm-News/Editorial						
		New Majors	0	4	4	0	3	
		Continuing Majors	9	12	15	15	6	
	Sub-Total		9	16	19	15	9	
	3245	Mass Comm-Print Media						
		New Majors	7	0	8	2	2	
		Continuing Majors	26	17	12	22	19	
	Sub-Total		33	17	20	24	21	
	3244	Mass Comm-Public Relations						
		New Majors	5	12	6	6	8	
		Continuing Majors	39	32	39	51	42	
	Sub-Total		44	44	45	57	50	
	All History							
		New Majors	16	26	27	15	23	
		Continuing Majors	135	119	120	144	124	
Grand Total			151	145	147	159	147	

**Table 2a. Undergraduate Mass Comm Majors, Summer Terms 2004-2008
Mesa State College**

Level	Major Code	Program Name					
			2004	2005	2006	2007	2008
Freshman							
	3242	Mass Comm-Broadcasting	1	0	2	1	0
	3243	Mass Comm-News/Editorial	0	0	1	1	0
	3245	Mass Comm-Print Media	2	4	1	0	0
	3244	Mass Comm-Public Relations	0	2	1	0	0
	TOTAL		3	6	5	2	0
Sophomore							
	3242	Mass Comm-Broadcasting	2	4	2	5	1
	3243	Mass Comm-News/Editorial	0	0	1	0	1
	3245	Mass Comm-Print Media	2	2	1	0	1
	3244	Mass Comm-Public Relations	2	2	1	0	3
	TOTAL		6	8	5	5	6
Junior							
	3242	Mass Comm-Broadcasting	8	8	3	3	5
	3243	Mass Comm-News/Editorial	3	0	0	0	0
	3245	Mass Comm-Print Media	2	8	0	0	0
	3244	Mass Comm-Public Relations	5	4	6	2	3
	TOTAL		18	20	9	5	8
Senior							
	3242	Mass Comm-Broadcasting	10	26	13	11	11
	3243	Mass Comm-News/Editorial	3	4	1	2	0
	3245	Mass Comm-Print Media	2	10	4	4	4
	3244	Mass Comm-Public Relations	9	14	6	4	8
	TOTAL		24	54	24	21	23
ALL CLASSES							
	3242	Mass Comm-Broadcasting	21	38	20	20	17
	3243	Mass Comm-News/Editorial	6	4	3	3	1
	3245	Mass Comm-Print Media	8	24	6	4	5
	3244	Mass Comm-Public Relations	16	22	14	6	14
	TOTAL		51	88	43	33	37

**Table 2b. Undergraduate Mass Comm Majors, Fall Terms 2004-2008
Mesa State College**

Level	Major Code	Program Name					
			2004	2005	2006	2007	2008
Freshman							
	3242	Mass Comm-Broadcasting	13	24	17	18	17
	3243	Mass Comm-News/Editorial	4	9	9	5	2
	3245	Mass Comm-Print Media	11	4	4	7	1
	3244	Mass Comm-Public Relations	15	10	10	13	7
	TOTAL		43	47	40	43	27
Sophomore							
	3242	Mass Comm-Broadcasting	13	13	15	16	15
	3243	Mass Comm-News/Editorial	1	4	7	8	5
	3245	Mass Comm-Print Media	5	4	6	6	7
	3244	Mass Comm-Public Relations	7	10	9	13	10
	TOTAL		26	31	37	43	37
Junior							
	3242	Mass Comm-Broadcasting	17	11	12	11	12
	3243	Mass Comm-News/Editorial	6	0	4	2	2
	3245	Mass Comm-Print Media	7	6	4	7	6
	3244	Mass Comm-Public Relations	10	13	12	12	11
	TOTAL		40	30	32	32	31
Senior							
	3242	Mass Comm-Broadcasting	25	25	20	20	24
	3243	Mass Comm-News/Editorial	4	3	3	4	4
	3245	Mass Comm-Print Media	6	10	6	8	10
	3244	Mass Comm-Public Relations	24	14	14	22	20
	TOTAL		59	52	43	54	58
ALL CLASSES							
	3242	Mass Comm-Broadcasting	68	73	64	65	68
	3243	Mass Comm-News/Editorial	15	16	23	19	13
	3245	Mass Comm-Print Media	29	24	20	28	24
	3244	Mass Comm-Public Relations	56	47	45	60	48
	TOTAL		168	160	152	172	153

**Table 2c. Undergraduate Mass Comm Majors, Spring Terms 2005-2009
Mesa State College**

Level	Major Code	Program Name					
			2005	2006	2007	2008	2009
Freshman							
	3242	Mass Comm-Broadcasting	9	15	11	14	6
	3243	Mass Comm-News/Editorial	2	8	4	1	1
	3245	Mass Comm-Print Media	8	2	1	4	2
	3244	Mass Comm-Public Relations	8	5	8	7	2
	TOTAL		27	30	24	26	11
Sophomore							
	3242	Mass Comm-Broadcasting	8	12	17	17	22
	3243	Mass Comm-News/Editorial	2	5	6	6	4
	3245	Mass Comm-Print Media	7	1	6	5	3
	3244	Mass Comm-Public Relations	12	9	7	13	13
	TOTAL		29	27	36	41	42
Junior							
	3242	Mass Comm-Broadcasting	14	11	10	13	15
	3243	Mass Comm-News/Editorial	3	1	3	4	2
	3245	Mass Comm-Print Media	10	3	6	7	7
	3244	Mass Comm-Public Relations	6	11	15	8	13
	TOTAL		33	26	34	32	37
Senior							
	3242	Mass Comm-Broadcasting	34	30	25	19	24
	3243	Mass Comm-News/Editorial	2	2	6	4	2
	3245	Mass Comm-Print Media	8	11	7	8	9
	3244	Mass Comm-Public Relations	18	19	15	29	22
	TOTAL		62	62	53	60	57
ALL CLASSES							
	3242	Mass Comm-Broadcasting	65	68	63	63	67
	3243	Mass Comm-News/Editorial	9	16	19	15	9
	3245	Mass Comm-Print Media	33	17	20	24	21
	3244	Mass Comm-Public Relations	44	44	45	57	50
	TOTAL		151	145	147	159	147

Table 3. Mass Communications Registrations and Credit Hours by Academic Year - AY 2005 - AY2009

	AY 2005		AY 2006		AY 2007		AY 2008		AY 2009		5 Year Change - Credit Hours	
	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	#	%
Lower - 100	209	627	168	504	178	534	265	795	285	855	228	36.36%
Lower - 200	83	249	89	267	124	372	126	378	99	297	48	19.28%
Upper - 300	339	917	309	827	280	784	298	812	274	761	-166	-17.01%
Upper - 400	245	974	247	913	247	871	310	898	311	1021	47	4.83%
Total Undergraduate	876	2767	813	2511	829	2561	999	2983	969	2934	167	6.04%

**Table 4. Degrees Awarded by Major Code, Academic Years 2004 - 2008
Mesa State College**

Major Level	Major Code	Program Name					
			2004	2005	2006	2007	2008
Baccalaureate							
BA	3242	Mass Comm-Broadcasting	14	11	15	7	9
	3243	Mass Comm-News/Editorial	3	1	2	2	4
	3245	Mass Comm-Print Media	3	3	6	5	1
BA	3244	Mass Comm-Public Relations	9	14	15	8	9
TOTAL			29	29	38	22	23

**Table 5. One-Year Retention Rate For First-Time, Full-Time Students 2004 - 2008
Mesa State College**

Major Level	Major Code	Program Name	Retained or Graduated Subsequent Fall		Not Retained Subsequent Fall		Total	
			#	%	#	%	#	%
Baccalaureate								
	3242	Mass Comm-Broadcasting	40	52.6%	36	47.4%	76	100.0%
	3243	Mass Comm-News/Editorial	17	70.8%	7	29.2%	24	100.0%
	3245	Mass Comm-Print Media	15	60.0%	10	40.0%	25	100.0%
	3244	Mass Comm-Public Relations	19	45.2%	23	54.8%	42	100.0%
TOTAL			91	54.5%	76	45.5%	167	100.0%

**Table 6. Headcount and Average Cumulative Credit Hours to Degree for Mass Comm Majors
Graduating AY 2004 - 2008**

Type of Entry into MSC	Headcount	Average
Baccalaureate		
Student Type		
Began at MSC	97 68.8%	135.9
Transferred in to MSC	44 31.2%	137.3
Total	141 100.0%	136.3
Subtotal		

Table 7. Course Count By Course Level AY 2009

Level/Course Level	Summer Courses	Fall Courses	Spring Courses	Total Courses
Undergraduate				
Remedial - 000	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Lower - 100	0 0.0%	5 16.7%	4 14.3%	9 14.1%
Lower - 200	0 0.0%	2 6.7%	3 10.7%	5 7.8%
Upper - 300	1 16.7%	12 40.0%	6 21.4%	19 29.7%
Upper - 400	5 83.3%	11 36.7%	15 53.6%	31 48.4%
Subtotal Undergraduates	6 100.0%	30 100.0%	28 100.0%	64 100.0%
Graduate				
Graduate - 500	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Subtotal Graduates	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Total	6 100.0%	30 100.0%	28 100.0%	64 100.0%

Appendix B

Library Assessment

**Library Program Assessment
John U. Tomlinson Library
Mesa State College**

Date of Assessment: July 27, 2009
Purpose of Assessment: Analysis of Library Resources
Program under review: Mass Communication
Program Level/s: B. A. with 4 concentrations and a minor
Liaison Signature: Assessment done by Paul Rolland

1. Collection Assessment

This program generally has about 150 majors at any given time with an average of 24 students graduating with the Bachelors degree each year. It offers 4 concentrations for the B.A., Broadcasting, Journalism, New Media, and Public Relations/Advertising, as well as a Mass Communication minor. In addition, the Department offers MASS 110 Mass Media Impact and History, which is one of the 17 courses in Humanities that is approved to meet the College's General Education requirement. Approximately 250 students take this course during an academic year. Library resources for this program include materials on the subjects of mass media, media writing and reporting, journalism, public relations, advertising, broadcasting, photojournalism, radio and TV announcing, digital audio production, television production, public affairs, editorials, editing, publication design, copy writing, web content, digital photography, desktop publishing, media promotions and campaigns, and media law and ethics.

a. Reference Support

The Library has an ample number of Reference print titles in the Mass Communication field. In the subjects listed above, there are 100 titles on the Reference shelves, 31 are 10 years old or newer.

b. Monographic Sources

The circulating collection has good coverage for the Mass Communication program. In the general subject area of mass media, there are 298 circulating books with 101 being 10 years old or less and there are 61 government publications with 31 being 10 years old or less. Statistics for more specific subjects within the field are as follows: journalism has 235 circulating books with 45 being 10 years old or less, broadcasting has 209 circulating books with 33 being 10 years old or less, advertising has 336 circulating books with 100 being 10 years old or less, public relations has 104 circulating books with 28 being 10 years old or less, interactive multimedia has 21 circulating books with 11 being 10 years old or less. Prospector is also available to all faculty, staff, and students for 2-5 day delivery of 20+ million items from major Colorado and Wyoming libraries.

c. Periodicals

The Library has 25 print periodicals on various Mass Communication subjects, 7 are open subscriptions and 18 are closed or discontinued. Of the closed titles, most have online availability. Access to online periodical articles in the field is substantial. Library users can find approximately 285 online periodicals through the Library's Journal Finder as well as substantial coverage in several of the Library's online databases for Mass Communication subjects (see d. below).

d. Electronic Resources

The Library's electronic resources provide excellent coverage for Mass Communication. Current subscriptions to Ebsco's Communication & Mass Media Complete and the academic version of Lexis-Nexis are maintained. The former is a full text database containing over 500 journals dating back to 1915 and the latter is a voluminous news/legal/business product. The general databases Academic Search Premier and OmniFile Select also contain ample current information on the main subject areas of this program as well as substantial full-text citations. Other online databases the Library licenses that pertain to Mass Communication subjects include: Alternative Press Index, Business Source Premier, CQ Researcher, Newspaper Source, SIRS Researcher, and TOPICSearch. All Library databases are available to students 24/7 from any Internet computer. The Library also has over 50 academically-oriented videos available in this field.

2. Evaluation of the total collection

a. Strengths

The Library has excellent electronic resources in this field, especially for an institution of its size and type. There is an annual budget of at least \$1250 available to Department faculty to purchase books, videos, etc. for the Library's collection.

b. Weaknesses

Books on the specific subjects of journalism and broadcasting have a higher percentage of titles older than 10 years than the rest of the Mass Communication collection.

3. Recommendations

The Library currently has sufficient print resources in the subjects relevant to this degree program and Library support should be maintained at its current level. Updating of the collection with new print titles and audio-visual media should continue through current budget allocations and faculty recommendations. Electronic resources should also be maintained at their current high level.

Library Director: Elizabeth W. Brodak Date: 7/27/09

Appendix C

Most Recent Program Review Summary

**MESA STATE COLLEGE
Program Review**

2004

**B.A. in Mass Communication
(Including Concentrations in News/Editorial, Broadcasting,
Public Relations/Advertising and Print Media)**

TABLE OF CONTENTS

Program History and Overview 2
Responses to Previous Program Review Recommendations 4
Program Objectives and Goals and Expected Measurable Student Outcomes 5
Summary of Program Assessment Plan 8
Strengths of the Program 8
Weaknesses of the Program 9
Future Directions and Recommendations 9

Appendix A: Undergraduate Mass Communication Enrollments 1999-2004
Appendix B: Mass Communication Rubric for Writing Courses
Appendix C: Rubric for Writing Courses/Categories
Appendix D: Internship Portfolio Evaluations by Professional Media Supervisors
Appendix E: Written Comments from Student Internship Supervisors
Appendix F: Program Assessment for Sept. 02 to Sept. 03
Appendix G: Colorado Press Association Comments regarding Mesa State College
Appendix H: Letters from Area Professionals regarding Mesa State College
Appendix I: Sample Course Syllabi from Full-Time Program Faculty

Program History and Overview

Mass Communications was first offered as a four-year degree at what was then known as Mesa College in 1982. It was listed as an emphasis under the Bachelor of Arts in Liberal Arts. At that time, the two available tracks were Print Media and Broadcast Media. Jim Keener was the lone full-time faculty member in the program.

In 1989, Byron Evers was hired as the second full-time faculty member in the Mass Communications program. In 1990, Keener left the program. His vacated position was filled the following year by Jerry Weaver.

In 1991, the Mass Communications program and the Graphic Arts program agreed to combine their individual Macintosh computer labs into a single lab in the south wing of Medesy Hall. The program hosted Mesa State College's first "Media Day" attracting several dozen students from area high schools. "Media Day" has since become an annual event that typically draws upwards of 200 students to campus for keynote addresses and workshops by prominent media professionals.

Major changes in degree requirements for Mass Communications went into effect in 1992. These requirements included 21 hours in the core and 18 hours in each concentration resulting in a 39-hour major. At this point, a Public Relations concentration was added and a minor in Mass Communications was approved. Special requirements for a Mass Communications major also were approved. Majors had to obtain a minimum grade point average of 2.5 in their required English Composition courses, receiving no grade lower than a "C." Although this requirement did impact program growth, it assured that new majors entered the program with stronger writing skills.

In 1996, the Mass Communications Program received the Rocky Mountain Collegiate Media Association's "Trendsetter Award" at its 72nd annual conference in Colorado Springs. The award focused on the overall Mass Communications program, including activities, achievements and honors by Mesa State College students and faculty during 1995.

A new Macintosh computer lab was created in Houston Hall in 1997. Administration approved the purchase of several new Power Macs as part of a three-phase \$30,000 update of computers for the Mass Communications and Graphic Arts programs. Mass Communications program courses were now being taught in seven buildings across campus.

In 1998, the second major change in degree requirements was approved, resulting in a 24-credit core and 18 hours in each concentration for a 42-credit major. By this point, a fourth concentration—Print Media—had been added to the program's existing concentrations, which had evolved into Media News, Broadcast Production, and Public Relations. That year, the Colorado Commission on Higher Education approved Mesa State College's proposal for a new academic building, which would house the Mass Communication program. At this point, the program had one tenured faculty member, one faculty member—Virginia Carmichael—in transitional retirement, and four part-time

instructors. A search committee was formed to recruit and hire two more tenure-track faculty members.

In 1999, Regis Tucci joined the program as a full-time faculty member specializing in radio and television. That year, construction began on a new three-story classroom building that would provide a central location for the Mass Communications program. In 1999, the number of declared majors in the program's four concentrations was 127. In 2000, that number had increased to 173 (see Appendix A). One concern of the program was the need to avoid a "bottle neck" of students trying to complete the program on time. In 2001, Morris Brown joined the program primarily to teach the Public Relations/Advertising sequence.

In 2002, the Mass Communications program moved into the third floor of what would be known as the new Fine Arts Building. In addition to private offices for all full-time faculty and a shared office for part-time faculty, the new facility included a dedicated Macintosh computer lab with 22 student work stations, a dedicated classroom, a Mass Communications library and reading room, a television studio and master control room, three video editing suites, and a digital audio editing lab.

In an attempt to bring the Public Relations/Advertising concentration more in line with the minimum academic guidelines encouraged by the Public Relations Society of America (PRSA), the program proposed the development and addition of two more courses. PRSA suggests that four-year academic programs offer dedicated public relations courses in the following specific areas: PR theory, PR campaigns/strategy, PR research, PR writing, and an internship experience. At this point, the Mesa State College program met three of these five areas, but lacked a dedicated research course and a writing course specific to Public Relations.

Adding a dedicated research course and a dedicated writing course would allow the Mass Communications program to qualify for affiliation with PRSA by establishing a Public relations Student Society of America (PRSSA) chapter. Since there is no official PRSA chapter on the Western Slope of Colorado, a PRSSA membership application would have to be endorsed and sponsored by the Denver PRSA chapter—which also sponsors the PRSSA chapter at Colorado State University in Fort Collins. The Denver PRSA chapter has indicated a willingness to sponsor Mesa State College's application once the program met the five minimum affiliation requirements.

During 2003, full-time faculty teaching in the program decided to make revisions to the core and the concentrations. The faculty also amended several course titles. The faculty also decided that the program should from this point on be officially referred to as "Mass Communication." Their rationale was that "communication" is the art and science through which the act of communication occurs. Beginning with the 2004-2005 academic year, the mass communication core will no longer require completion of MASS 320 Photojournalism and will, instead, allow students to fulfill that three-credit requirement with one of three designated elective courses. Students also must now take MASS 490 Theory and Research. The internship requirement also has been reduced from eight to five credit hours. While the core required of all Mass Communication students remains at 18 credit hours, the four concentrations have been increased to 24 to accommodate several new required and elective courses designed to strengthen the

overall program. The mass communication major now totals 48 credit hours. MASS 110 Mass Media in America is now called Mass Media: Impact and History to strengthen the historical perspective of mass media and society. MASS 201 News Writing and Reporting is now called Writing and Reporting for the Media to enhance the course's focus on public relations and new media. MASS 260 Radio Production and Announcing is now called Digital Audio Production. MASS 301 Broadcast Writing is now called Broadcast Journalism Writing. New courses approved for addition to the program are MASS 250 Radio/Television Announcing, MASS 401 Commercial Copy Writing, MASS 402 Writing for Public Relations and Advertising, MASS 410 Content Development for Web Pages, and MASS 490 Theory and Research.

Another aspect that emerged from the program review was the need to increase the rigor across the course offerings to refute an erroneous, but popular belief among some on campus that Mass Communication is an "easy" major with "easy" courses. This rigor is particularly important in the Senior Seminar, which program faculty believe should be a true "capstone" course reflective of the Mass Communication disciplines. This move toward greater rigor has resulted in lower course enrollments—particularly in MASS 340 Mass Media Advertising and MASS 350 Public Relations Concepts, which drew large numbers of students from other disciplines looking for upper-division credit outside their majors—and overall majors. Total numbers dropped to 155 in 2003, but increased to 165 for 2004. This is reminiscent of what occurred in 1992 when new minimum performance guidelines were established for Mass Communication students.

With the move to the new Fine Arts Building, faculty in the Mass Communication program have discussed the feasibility of becoming the Mass Communications Department because of the general feeling of autonomy that this separation has brought. No firm plans have been launched beyond discussion. In 2004, Laurena Mayne Davis joined the program's teaching faculty on a full-time basis.

Responses to Previous Program Review Recommendations

On Nov. 6, 1998, Dr. Edgar Trotter, former director of the journalism program at California State University Fullerton, visited Mesa State College to assist the Mass Communication program faculty with program review. Although Dr. Trotter's report indicated that he was impressed with what he observed during his visit, he offered the following recommendations (in boldface) regarding the program:

1. **Consolidate facilities into one place.** That recommendation has been addressed by housing the Mass Communications program in its own office suite in the new Fine Arts Building.
2. **Revamp the computer laboratory.** At the time of Trotter's visit, the writing laboratory was minimally equipped. The program now has its own dedicated state-of-the-art Macintosh computer lab in the new Fine Arts Building.
3. **Update equipment for broadcasting students.** The program used a \$60,000 gift from the Cox Foundation to purchase broadcast equipment, which has allowed the program to construct an impressive television studio and digital audio lab for student training and use.

4. **Explore the viability of moving to digital photography.** At the time of Dr. Trotter's visit, the program was still utilizing chemistry-based photography instruction. That no longer occurs. In the MASS 320 Fundamentals of Photojournalism and MASS 420 Digital Photography, students utilize digital techniques in their instruction.
5. **Look into leasing the local cable access channel as an outlet for television.** The program is currently investigating that possibility. Students in the Broadcasting concentration, however, currently are producing regular programming that is aired on the campus access channel.
6. **Consider how students could get more exposure to mass communications theory and research methods.** The program has added a required upper-division course entitled MASS 490 Theory and Research, which addresses this concern. Students in MASS 450 Public Relations Campaigns and MASS 494 Seminar also are required to conduct formal research as one of their course requirements.
7. **Explore a closer integration of mass communications, marketing, and graphic arts to develop a comprehensive advertising major.** The lack of available teaching staff is the primary reason this recommendation has not been more fully addressed. The program has, however, used the MASS 340 Mass Media Advertising course to generate continued interest and has worked in cooperation with the Department of Business Administration to advise those students seeking a minor in marketing.
8. **Free up more time for students to drop in for work in the Macintosh Lab.** At the time of Dr. Trotter's visit, the program utilized a small, under-equipped computer lab in Houston Hall. Computing facilities were dramatically improved with the opening of the 22-station Macintosh Lab in the new Fine Arts Building intended exclusively for Mass Communication student use. The program has expanded the hours of operation for the computer lab to accommodate student needs. Faculty also currently are in negotiation with the campus Information Technology staff and the Associated Student Government to provide more future "open hours" for non-Mass Communication students desiring Macintosh access.
9. **Develop course work in student media advising.** Although the program has no formal course intended to prepare those who aspire to do student media advising, it does make a significant contribution to this concept through the annual "Media Day" activities during which area high school students and their faculty advisors visit the campus.
10. **Continue to monitor and work with administration and the Unified Technical Education Campus (UTEC) media technologies program to avoid duplication.** While some duplication does exist, the firm belief among program faculty is that the focus on writing, theory, and research help to prepare Mass Communication students not only for jobs once they graduate, but for ongoing graduate study should they desire this.
11. **Explore evening classes.** The program currently offers several evening classes as a way to utilize area professors as adjunct faculty and accommodate the needs of students who must work during the day.
12. **Consider co-sponsoring Media Day with other departments and programs.** Although Media Day has been viewed as a Mass Communication event, the program has made an effort to invite students from other disciplines on

campus and has attempted to expand the types of presentations offered so that those in attendance get exposure to more areas and interests in mass media.

13. **Aggressively seek new faculty.** The program currently has at least one full-time "expert" teaching in each of its four concentrations (see Strengths of the Program, p. 8). The program would like to increase faculty particularly in the growth areas of Broadcasting and Public Relations/Advertising, but is constrained from doing so by budget. Despite this, the program has been able to offer sufficient courses to meet student needs and even add new courses to strengthen both core and concentration requirements.
14. **Create a fund development program.** Despite the budgetary constraints, the program continues to operate at an efficient level. Admittedly, more financial support, however, is needed.

Program Objectives and Goals and Expected Measurable Student Outcomes

The role of the Mass Communication program is to offer students an opportunity to develop knowledge and skills that will assist them in the development of critical thinking, securing employment in the broad field of Mass Communication, and preparing those who plan to do ongoing study at the graduate level. Through the four concentrations offered in the program, students prepare for careers by learning the process of gathering and presenting timely and accurate information to targeted audiences. These skills take on greater significance as society becomes more technologically advanced.

The principal objective of the News/Editorial concentration is to provide the skills and practice necessary for those seeking careers in print and broadcast media by addressing writing and reporting skills, interviewing techniques, news judgment, and libel and privacy.

The principal objective of the Broadcasting concentration is to provide students with a foundation in theory, esthetics, and practices required of professional broadcasters as well as practical experience in program creation, media management, and history.

The principal objective of the Public Relations/Advertising concentration is provide the skills needed to create, enhance, and protect the positive image of organizations while targeting key publics or markets associated with organizations and creating effective strategies to promote the organizational well being and market share.

The principal objective of the Print Media concentration is to provide key skills necessary for the preparation of such informational items as newspapers, newsletters, brochures, photography, graphics, and web page design.

All concentrations in the Mass Communication program require students to complete a one-credit on-campus practicum at one of several program-directed worksites including the weekly student-run campus newspaper *Criterion*, the campus student-run radio station KMSA-FM, the campus student-run television production company MSCtv, the student-produced *Horizon* magazine, or the campus Marketing and Publications Office.

All concentrations also require students to obtain and complete an off-campus internship equivalent to a minimum of five credits under the direction and supervision of a trained professional employed in a related aspect of Mass Communication at an approved job site.

The practicum and internship enhance the students' educational experience by allowing them to put into practice the things they have learned in the classroom. Both also are effective ways to provide students with work samples they can display in portfolios.

Specific Program Goals:

- Students will use their analytical and writing skills to communicate effectively.
- Students will be prepared to apply their acquired knowledge and skills in Mass Communication positions.
- Students will develop an extensive general understanding of the range of topics in the media and relationships among concentrations.

Expected Measurable Student Outcomes

In Spring 2003, the full-time faculty in the program constructed a "Rubric for Writing Courses" to systematically evaluate student performance as a part of the program's overall assessment effort (see Appendix B). This specific Rubric was designed to establish success levels for student writing ability across the program's four concentrations.

Selected student writing assignments from courses across the Mass Communication curriculum were critiqued by Mass Communication full-time faculty and rated **Excellent, Good, Satisfactory, or Needs Improvement** based on 15 categories specific to mass communication writing guidelines (see Appendix C.) The four categories carried a point value totaling 60. It is expected that student writing samples should score a minimum of 45 out of 60 points or 75 percent to receive a rating of **Good**.

In addition, the program receives direct feedback in the form of student performance evaluations from practicum and internship site supervisors. Evaluation results for 49 recent student internship portfolios indicate that Mass Communication students are consistently being rated **Excellent or Good** by their site supervisors (see Appendices D and E).

Students in MASS 450 Public Relations Campaigns also receive feedback in the form of a written evaluation from their project clients. Students in MASS 494 Seminar must complete several projects specific to their concentration to demonstrate their competency. Selected students in MASS 494 Seminar also have their portfolios critiqued by area professionals. And all students are required to complete the program's exit examination prior to graduation. The exit examination was revised during Spring 2004 based on input from the four full-time faculty.

Summary of Program Assessment Plan

Based on the three "Specific Program Goals" cited under Program Objectives, a clearly defined program assessment plan has been established and can be implemented on an ongoing basis for those seeking the Mass Communication degree. The assessment guidelines in the Rubric can be adjusted or expanded as necessary for each course based on student outcomes and program expansion (see Appendix F).

Strengths of the Program

The primary strength of the program is the teaching faculty. All current full-time faculty in the program have obtained at least a master's degree and between them have nearly 70 years of teaching experience at the college and university level. The faculty also have many years on professional experience in such areas as news reporting, feature writing, magazine writing, photography, computer technologies, broadcasting, public relations, and advertising. Between them, the faculty has written or produced literally hundreds of news and feature stories and has won dozens of writing awards from professional organizations including the Associated Press.

Full-time faculty in the program:

Byron Evers, Associate Professor and Program Director; B.S., M.S., Murray State University (Kentucky), ABD toward doctorate at University of Oklahoma; tenured, joined the Mesa State College faculty in 1989; teaches primarily in the News/Editorial and Print Media concentrations; 25 years of teaching experience in higher education.

Morris Brown Jr., Associate Professor; B.A., Andrews University (Michigan), M.S., D.P.A., Golden Gate University (California); tenure track, joined the Mesa State College faculty in 2001; teaches primarily in the Public Relations/Advertising concentration; 17 years of teaching experience in higher education.

Regis Tucci, Assistant Professor; B.A., M.A., Marshall University (West Virginia); ABD toward doctorate at Bowling Green State University; tenured, joined the Mesa State College faculty in 1999; teaches primarily in the Broadcasting concentration; 15 years of teaching experience in higher education.

Laurena Mayne Davis, Instructor; B.A., Mesa State College; M.A., Northern Arizona University; teaches primarily in the News/Editorial and Print Media concentrations; 6 years of teaching experience in higher education.

The program also utilizes the expertise of several excellent part-time teachers, all of whom have practical experience in the areas of their assignments. Several of these part-time faculty also teach courses in other programs on campus.

Another program strength is the rigorous core that requires students to gain a solid overview of Mass Communication regardless of their intended concentrations. This makes students more aware of the discipline and makes them more marketable.

Past program reviews and ongoing comments from state and regional media professionals knowledgeable about the program consistently laud its skill-based approach in preparing students for media careers (see Appendices G and H). Mesa State College students are regularly among the finalists for scholarships and internships offered by such organizations as the Colorado Press Association (CPA). Since 1991, the CPA has visited Mesa State College to inspect the Mass Communication program at least once a year.

Another strength is that students in the program have a successful track record at job sites throughout the region and across the country. This reputation makes it easier to place other students in jobs (see Appendix H).

Weaknesses of the Program

Since the last program review in 1999, the Mass Communication faculty has made an effort to address specific concerns and improve overall quality. The faculty is extremely proud of the program and prefers to use the term "challenges" rather than "weaknesses" when making references to possible deficiencies.

Because of budgetary constraints under which institutions of higher learning in the state of Colorado must operate, the primary concern of the Mass Communication program is the lack of an adequate discretionary budget beyond the standard program allocation in the college's operating budget. Although the program remains successful and makes excellent use of its financial resources, it is merely "breaking even" in terms of finances. For example, the computer equipment in the Macintosh Lab and the television studio equipment are high-maintenance items.

With the continued growth of the Broadcasting and Public Relations/Advertising concentrations, the program needs additional faculty. This would allow the program to adequately staff required classes and possibly offer additional courses.

One concern that has been raised is what appears to be a slight decrease in the overall enrollment numbers for the Mass Communication program. One reason why numbers have dropped slightly was the decision by program faculty in 2002 to increase program rigor. While this might mean that some less motivated students could leave Mass Communication to seek "easier" areas of study, it assures that this program will attract those who are truly serious about scholarship. This will reflect positively not only on the program, but on the college in general.

Future Direction and Recommendations

The general impact of print and broadcast media upon society and the ongoing need for organizations to create and protect their image, dictates that there will be an ongoing need for trained public relations practitioners, news writers, print media specialists, and those with skill in electronic media. In light of these needs, the Mass Communication program at Mesa State College should remain viable and its students marketable.

Although the program is viewed as a solid entity both on campus and in the general community, there are some recommendations that should be considered:

- Recruit and hire at least one additional faculty particularly for the area of Broadcasting. One additional full-time generalist with background in Broadcasting, Public Relations, Advertising, or specialized news writing could allow the program to offer more sections of required classes.
- Consider the feasibility of splitting the current Public Relations/Advertising concentration and developing advertising into a separate concentration to better serve area companies by providing an academic setting for ongoing training of area employees.
- Target more area high school students who are high scholastic performers and encourage them to seek careers in Mass Communication.
- Strengthen relationships with Mass Communication alumni as a way to create more networking opportunities for current students and more possible fundraising opportunities for the program.
- Seek more Mass Communication scholarships to attract and assist worthy students.
- Investigate the establishment of an endowed trust as a way to create an alternate funding source to finance program needs.

Appendix D

Assessment Plan and Results

PROGRAM ASSESSMENT PROGRESS REPORT

Mass Communication
(Instructional Degree Program)

Bachelor of Arts
(Degree Level)

Aug. 2005 to Aug. 2010
(Assessment Period Covered)

Nov. 5, 2008
(Date Submitted)

Submitted By: Byron Evers & Dan Flenniken
(Department Head or Faculty Assessment Representative)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission / College Goals Reference:

The principal focus of our college is undergraduate education in the liberal arts and the sciences. All graduates of baccalaureate level will have developed a depth of understanding in their major field.

Intended Educational (Student) Outcomes:

1. Students will use their analytical and writing skills to communicate effectively.

2. Students will be prepared to apply their knowledge and skills in Mass Communication positions.

3. Students will demonstrate an extensive general understanding of the range of topics in the media and relationships among concentrations.

(Please Copy and Paste to create space for additional Student Outcomes, if needed)

Intended Educational (Student) Outcome #1: Students will use their analytical and writing skills to communicate effectively.

First Means of Program Assessment for Outcome #1:

1a. Means of Program Assessment and Criteria for Success:

Written assignments will be randomly selected and evaluated via a rubric by faculty from writing courses such as News Writing and Reporting, Broadcast Writing, Public Affairs Reporting, Feature Writing, Sports Writing, and Independent Studies. More than 75% of randomly selected analytical and writing assignments will be Good or Excellent by using a rubric.

1b. Summarize the Progress Made in Collecting Assessment Data:

We have collected sample writings by students in each of the courses mentioned over the past 4.5 years started the assessment process. Professors do not evaluate samples from their own classes, but evaluate samples by students in other professor classes. An example of the rubric we use is attached to this report.

Second Means of Assessment for Outcome #1:

1a. Means of Program Assessment and Criteria for Success:

Evaluations by working media professionals supervising interns will be randomly selected and appraised for student analytical and writing skills.

1b. Summarize the Progress Made in Collecting Assessment Data:

Data has been collected from professional media supervisors on every student intern during the past four years. Attached to this report is a copy of the evaluation form and rubric used by the professional supervisor. In a few cases, such as broadcast production students, they did not do any writing during their internship responsibilities, so they will receive only a "Not Appropriate" evaluation by their supervisor.

Intended Educational (Student) Outcome #2: Students will be prepared to apply their knowledge and skills in mass Communication positions.

First Means of Assessment for Outcome #2:

2a. Means of Program Assessment and Criteria for Success:

Senior Projects demonstrating their Mass Comm skills will be evaluated by working media professionals. More than 75% of randomly selected senior projects evaluated by working media professionals will be Good or Excellent.

2b. Summarize the Progress Made in Collecting Assessment Data:

Working media professionals have been invited each year to observe and evaluate Senior Projects during our capstone course, MASS 494 Seminar. Comments and evaluation by the professionals will be included in the final report by the professor who teaches Seminar.

Second Means of Assessment for Outcome #2:

2a. Means of Program Assessment and Criteria for Success:

The overall portfolio work completed by students during their required internships will be evaluated by working media professionals who are their supervisors. More than 75% of randomly selected intern portfolio overall evaluations by working media supervisors will be Good or Excellent.

2b. Summarize the Progress Made in Collecting Assessment Data:

At least two evaluations on each of the interns during the time period have been collected on the students. The material still needs to be tabulated, but it is available, along with each student's individual portfolio that included a written report, documentation of their work and time logs, as well as the evaluations by the supervisors.

Intended Educational (Student) Outcome #3: Students will demonstrate an extensive general understanding of the range of topics in the media and relationships among concentrations.

First Means of Assessment for Outcome #3:

3a. Means of Program Assessment and Criteria for Success:

A new senior exit exam has been designed and is being tested to help improve the validity of the tool. Students' new exit exams will be evaluated by faculty jury. They will also check to see if it holds validity as an entry exam for beginning students.

3a. Summarize the Progress Made in Collecting Assessment Data:

The new exit exam has been tested and appears to be more valid. than the previous too. We have collected the data on each senior during the time period and will tabulate the results.

Second Means of Assessment for Outcome #3:

3a. Means of Program Assessment and Criteria for Success:

Research papers or capstone projects will be evaluated by a faculty jury.

3b. Summarize the Progress Made in Collecting Assessment Data:

Copies of the student research papers and projects have been collected for this time period. Some faculty observation and evaluations have started. We are still needing to do more work on this.

Please summarize progress made in addressing significant issues/problems that came up during the last Program Review.

The most significant issues have been addressed. The program recently received approval for the non-tenure track .8 position be switched into a full-time tenure track position. New courses and concentration have been approved by the Curriculum Committee, updating and improving the program. The budget has improved through increasing student fees, number of majors, and special requests to update equipment. The number of majors has increased in recent years. Budget will continue to be a challenge, especially to keep up with the cost of software for the computer lab and broadcasting equipment for production courses.

NOTE: We do plan to include an additional assessment through using annual visits by the Colorado Press Association's Journalism in Education Committee, information on alumni success, and an outside observer evaluation of the program by a member of the Association for Education in Journalism and Mass Communication (AEJMC).

PROGRAM ASSESSMENT REPORT

Intended Educational (Student) Outcome #1:

Students will use their analytical and writing skills to communicate effectively.

1a. Means of Program Assessment and Criteria for Success:

Written assignments will be randomly selected and evaluated via a rubric. More than 75% of the randomly selected analytical and writing assignments will be Good or Excellent.

Methodology:

Mass Communication courses (Mass 201 – Writing and Reporting for the Media, Mass 301 – Broadcast Writing, Mass 490 – Theory and Research and Mass 494 – Senior Seminar) were used for the assessment. A rubric was used to assess student writing (see next page).

1b. Summarized Results (based on a 40 point scale) were:

Mass 201	28.44 (low 22/high 31) or 71%
	33% of the sample scored “good to excellent”
Mass 301	29.3 (low 25/high 36) or 73%
	50% of the sample scored “good to excellent”
Mass 402	29.3 (low 13/high 38) or 73%
	60% of the sample scored “good to excellent”
Mass 490	31.5/40 (low 22/high 39) or 78%
	60% of the sample scored “good to excellent”
Mass 494	32.9/ 40 (low 25/ high 39) or 82%
	80% of the sample scored “good to excellent”

Note:

Mass Communication faculty served as evaluators for the assessments. Faculty evaluated courses other than their own to maintain objectivity. For each assessment a random sample of 9-10 submissions were evaluated. For program review purposes, all samples were from Fall 2008 - Spring 2009 classes.

Intended Educational Outcome #1:

Students will use their analytical and writing skills to communicate effectively.

1a. Means of program Assessment and Criteria for Success

Evaluations by working media professionals supervising interns will be randomly selected and appraised of student analytical and writing skills.

Methodology: Data has been collected from professional media supervisors on every student intern during the past four years.

1b. Summarized results (from a random sample: 25 interns during the past 4 years):

	Excellent	Good	Satisfactory	Needs Improvement	Not Appropriate*
Analytical Skills	10	13		1	1
96 % were rated "good or excellent"					
Writing Skills	10	9		2	4

90 % were rated "good to excellent:

- In a few cases, such as Broadcast Production, writing was not part of the student's internship responsibilities, resulting in a "not appropriate" rating.

The following provide insight into the internship process and the positive reviews received by Mass Communication students.

Comments on MSC student interns by their professional supervisors.

Ryan Stringfellow, executive director of KAFM radio on Brittany Warden: "Attitude is great! Contribution of ideas and implementation on projects, great team member. Quick learner, very motivated, outgoing, great listener, asks questions, great follow through." She ranks Excellent when comparing with other college interns, and would recommend hiring if a paid position was available.

Marilee Langfitt, director of PR and development with Mesa Developmental Services, on Cody Cochran: "Efficient, fast, multi-talented, very good writer and can do design work. Great future in PR. Personable and quick study. I have worked with other students on projects – he is much more mature and serious." Would recommend hiring if a position were available.

Josh Nichols, managing editor of the Grand Junction Free Press, on Patrick Morrell: "His desire to learn, and willingness to do any project thrown at him (is intern's main strength). It's a tough time in newspapers, but those who will succeed are people like Patrick willing to work hard on any project. Patrick stepped into the newsroom in the middle of a very, very difficult time for this business. Two rounds of downsizing occurred, and we became a three-day publication (instead of 5). It was a blessing to have someone of Patrick's character and desire here during this time. He stepped in and did a wonderful job filling gaps and doing much needed stories. This newspaper benefited by Patrick's internship." He ranked Excellent when comparing with other college interns, and would definitely recommend hiring him.

Randy Lilleston, on-line editor with USA Today, on Erik Lincoln: BYRON?

Randy Hampton, Colorado Division of Wildlife public information officer, on Charlie Jones: "Charlie's knowledge and insight added to our planning for outdoor Heritage Day. He brought a youthful perspective we might otherwise have missed." His main strengths are, "thoughtful nature and ability to provide ne perspective, strong work ethic, production of quality product, attention to details." Intern's weaknesses "none observed. He ranks Excellent when comparing with other college interns, "Best one yet," and would definitely recommend hiring this student. Lisa Rogers, Pfizer Animal Health sales support manager, on Troy Sides: His main strengths are, "strong written and verbal communication skills. Creative! Troy has offered up several new and creative ideas for our newsletter. Troy does not hesitate to ask questions and to request clarification when needed. I applaud this as it helps us realize we need to clarify it and makes the experience more meaningful for Troy. Troy has helped us to realize that our business uses far too many acronyms! (He has) no weakness or shortfalls with Troy's skills and abilities." He ranks Excellent when compared to other college interns, and would definitely recommend hiring him.

Jim Davis, sports director at MBC Grand Broadcasting (KNZZ & KTLK), on Kurtis Muchison: He has "solid interviewing and writing skills." Follows direction very well. Has improved on his play by plan and does a solid job. I have no problem using Kurtis in a variety of situations." He

is Excellent when compared with other college interns, and would definitely hire him if a paid position were available.

Krystyn Hartman, publisher and editor of Grand Valley Magazine, Inc., on Melanie Moore: "Melanie became an integral part of our team from day one. Melanie is a terrific reporter, with good instinct and can turn a story quickly. She is a good project organizer with excellent analytical skills. She is an outstanding listener. She is smart, dependable, and delightful (smart) sense of humor. She does not waste time and is very efficient in managing her time. She also has a good eye when it comes to talking and selecting photos for publication. I suspect that Melanie will enjoy much success in her career."

Kathy Dirks, marketing and communication director for the Downtown Partnership, on Lonnie Bierbrauer: "He did weekly information to The Daily Sentinel, the radio stations and to American National Bank, our title sponsor. Lonnie took over this responsibility with a week of the start of the Market season... I knew I could depend on him which was a huge piece of the weekly Market activities. Lonnie attended each market and did many radio interviews on site. I had rave reviews of Lonnie from the radio DJs that staffed the radio booth at the market. I was impressed as these radio personalities did not have to give me that feedback. They truly enjoyed Lonnie's demeanor and professionalism. Lonnie was a quick learner. He finished projects in half the time I expected. He very much enjoyed the design element of the job and (by himself) designed the Car Show logo and poster. The logo was used in the car show plaques (quite popular by participants). He also designed a fundraising piece for "Friends of Downtown". He was very invested in Downtown and took great pride in his work. Lonnie is organized, interested, on task and willing to learn. He has a great sense of humor, which I certainly appreciated. He has very good people skills and has a good self-image. He easily becomes a part of the team and does anything that is asked. Lonnie writes well and is a self-starter. Once I gave him a task, he made that his goal. I didn't have to micro-manage anything he did. I really have very little criticism of Lonnie. In conclusion, I think Lonnie will succeed in whatever he does. I have told Lonnie I would be a job reference for him. Lonnie ranks as Excellent compared with other interns."

Intended Education (Student) Outcomes

2. Students will be prepared to apply their knowledge and skills in Mass Communication positions.

2a. Means of Program Assessment and Criteria for Success:

Senior Projects will be evaluated by working media professionals. More than 75% of randomly selected senior projects evaluated by working media professionals will be "Good to Excellent." A rubric was designed to assess the students' oral presentation (see attached).

2b. Summarized results

66% of the students scored at 80% or better on the evaluation (24 total assessments)
(83% of the students scored at the 78% or better level)

Comments from evaluators included:

"Good slides and presentation - on par with those I've seen locally."

"Nicely dressed & professional."

"...the presentation was helpful. I could see it being used for presentation for our company."

"good use of technology"

"well researched"

Intended Education (Student) Outcomes

2. Students will be prepared to apply their knowledge and skills in Mass Communication positions.

2a. Means of Program Assessment and Criteria for Success:

The overall portfolio work completed by students during their required internships will be evaluated by working media professionals who are their supervisors. More than 75% of the randomly selected intern portfolio overall evaluations by working media supervisors will be "Good to Excellent."

2b. Summarized results: (out of 25 randomly selected portfolios)

Excellent	Good	Satisfactory
22	3	

100% of the supervisors' evaluations were in the "good to excellent" range.

Additional information contained in this section of the evaluation included:

Would supervisor recommend hiring this student if a paid position was available?			
	16	7	2

How does this student rank when comparing with other college interns?		
	16	9

Intended Educational (Student) Outcomes

3. Students will demonstrate an extensive general understanding of the range of topics in media and relationships among concentrations.

3a. Means of Program Assessment and Criteria for Success: A new senior exit exam will be designed to help improve the validity of the tool. Students exit exams will be evaluated by a faculty jury. They will also check to see if it holds validity as an entry exam for beginning students.

3b. Summarized results:

A random sample of senior exit exams were scored using a rubric. (A copy of the exam and score sheet/rubric is attached) The results were:

70% of the seniors taking the exam scored 80% or better on the exam.

The average score on the exam was 82.7.

A random sample of beginning student exams were scored using a rubric. The results were:

90% scored below 50 on the exam

The highest score was 56.

Intended Educational (Student) Outcomes

3. Students will demonstrate an extensive general understanding of the range of topics in media and relationships among concentrations.

3a. Means of Program Assessment and Criteria for Success:
Research papers or capstone projects will be evaluated by a faculty jury.

3b. Summarized progress:

Research papers have been collected from Mass 490 (Theory and Research) and Mass 494 (Senior Seminar) classes. Random samples were evaluated as part of Educational Outcome #1. Criteria for success are still under development for Outcome #3.

Mass Communication Entry/Exit Exam

(Exam scores are used to fulfill accreditation and graduation requirements. Do your best during the 50-minute time limit.) Revised Nov. 13, 2006.

Name: _____ Student ID No.: _____

Address: _____ State: _____

Zip: _____

Today's date: _____ Expected date of graduation: _____

Major/Minor: **Mass Communication** **Undecided** **Other:** _____

Concentrations: **News/Editorial** **Broadcasting** **PR/Advertising**
 Print Media **None**

Class: **Freshman** **Sophomore** **Junior** **Senior**

Other colleges attended: _____

Part A

1. (1x1) What is the ultimate goal of all worthy journalists?
 - a. Pulitzer Prize
 - b. National network anchor
 - c. Providing information
 - d. Truth

2. (1x1) One of the most powerful things media can do is ____, which is when mass media select certain issues and repeats them.
 - a. Spin
 - b. Objectivity
 - c. Dominate
 - d. Agenda-Setting

3. (1x1) Mass media advertising (is) _____.
 - a. does not pay very well
 - b. very creative
 - c. an exact science
 - d. both b and c above

4. (2x5) What are five of the six rights guaranteed in the First Amendment to the U.S. Constitution?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

5. (2x1) Explain and discuss (a) "The Fourth Estate" and (b) "The Fifth Estate".

6. (2x3) Briefly discuss three specific defenses against Libel that might be used by your news organization if a case is filed.

a. _____

b. _____

c. _____

7. (2x1) What are the Sunshine Laws and why do only two-thirds of the states have them?

8. (2x1) What do public relations people mean by "Be a Fire Preventer rather than a Fire Fighter?"

Appendix E

Faculty Vitae

Byron Evers

2151 McKinley Ct.
Grand Junction, CO 81507
(970) 242-1473

Associate Professor & Mass Communications Director
Mesa State College
1100 North Ave.
Grand Junction, CO 81501
Office FA313E: (970) 248-1287
bevers@measstate.edu
www.mesastate.edu/schools/shss/lc/masscomm

EDUCATION

- * Bachelor's Degree in Journalism, Murray (Ky.) State University, 1971.
- * Master's Degree in Mass Communications, Murray (Ky.) State University, 1979.
- * Completed 60 hours plus above master's degree with GPA of 3.8. Was ABD on PhD at University of Oklahoma in 1989; successfully passed written & oral general exams in Educational Technology.
- * Workshops, Seminars and Conventions provide additional training annually.

CAPABILITIES

- * Supervise and oversee mass communications program as administrator and professor.
- * Promote activities and events as a former public relations director.
- * Identify and implement goals and objectives.
- * Establish schedules, training and job responsibilities.
- * Identify and analyze concerns through program analysis, and needs assessments.
- * Prepare and administrate budget that is necessary and reasonable.
- * Staff and maintain equipment for computer lab, TV studio, newspaper, and magazine.
- * Supervise and advise newspaper and magazine.
- * Set up and supervise computer labs (Macintosh Lab at MSC, IBM Lab at Northeastern).
- * Plan conventions and guest speakers for seminars and workshops.
- * Teach basic and advance courses in mass comm, PR, advertising, photography, etc.
- * Skills and teaching experience in management, writing, editing, photography, PR, broadcasting, publications, brochures, designing, computers, and software such as Adobe CS2 PhotoShop, In-Design, Microsoft Word, PageMaker, Internet, etc.

WORK EXPERIENCE

- * Tenured (1995) Professor & Mass Communication Director at Mesa State College 7/89 to present.
- * Colorado Press Association Professional Internship at Daily Sentinel 6/95 to 8/95.
- * Public Information Assistant at Colorado Division of Wildlife 5/93 to 8/93 (Summer position).

- * Asst. Professor and Journalism Coordinator at Northeastern Okla. State University 8/84 to 8/89.
- * Journalism and Photography Department Chairman at Seminole Junior College 6/79 to 6/84.
- * Public Relations Director Tulsa Speedway & Muskogee Thunderbird Speedway 5/79 to 1/81.
- * Sports Editor Gannett's Muskogee (Okla.) Daily Phoenix & Times Democrat 9/74 to 1/79.
- * Sports Editor and Photojournalist at McAlester (Okla.) Daily Democrat 12/71 to 9/74.
- * Graduate Teaching Assistant two years at Murray State University 1970 and 1979.

EDUCATIONAL & PROFESSIONAL ORGANIZATIONS

- * Association for Education in Journalism and Mass Communication
- * College Media Advisers Association
- * Society of Professional Journalists
- * Rocky Mt. Collegiate Media Association
- * Colorado Press Association
- * Colorado Press Association's Journalism Education Committee

COMMITTEE ASSIGNMENTS OR OTHER NON-TEACHING ACTIVITIES

- * Director of Mass Communications
- * Member and former chair of Media Board
- * Former Adviser of The Criterion (MSC student newspaper)
- * Current Adviser of Horizon (MSC student magazine)
- * Former member of MSC Computer Coordinating Technology Committee
- * Former assistant chair of MSC Curriculum Committee; served on Committee for five years
- * Member of numerous search committees for new faculty
- * Chaired Community Relations Committee for MSC's North Central Accreditation in 1994
- * Former Member of Board of Directors and coach in Grand Junction's Monument Little League
- * Colorado State Tournament Director for Little League Majors
- * Member of Boy Scout's of America Executive Board for Western Slope of Colorado
- * Former coordinator for Boy Scout's of America Popcorn Sales Fund Raiser in Grand Junction
- * Boy Scouts Troup 353 Liaison for sponsor Redlands United Methodist Church.
- * Member of Board of Trustees, Worship & Education Committees at Redlands U. Methodist Church
- * National Junior College World Series Team Host five years

HONORS, AWARDS & PUBLICATIONS

- * Evers: Early Settlers In Southern Illinois, author and publisher of 565 page history/gen. book.
- * Nominated twice by MSC faculty for 1999 and 2000 Distinguished Faculty Awards in service.

- * Adviser to student newspaper, Criterion that received many awards for the overall publication, including the Associated Collegiate Press All-America Award for 1999. Students also earned many individual annual awards in CPA, SPJ, and/or RMCMA contests.
- * Adviser *Horizon Magazine*, which has won numerous best overall college magazine in four-state Region IX Society of Professional Journalist competition, and the Mark of Excellence Award as one of three finalist for best overall magazine in the nation.
- * Professional Standards Institute, Inc. member to train adults in social responsibility & ethics.
- * Presented the 1996 Trend Setter Award in Colorado Springs. It is given by the Rocky Mt. Collegiate Media Association for best overall Mass Communication/Journalism program.
- * One of two professors in the state to win a paid professional internship in 1996 through the Colorado Press Association; wrote articles, edited and did photography at GJ Daily Sentinel.
- * Elected to the RMCMA Executive Board in 1993, 1995, 1996, 1997, and 2002.
- * Elected 1983 and 1984 Chairman of State Mass Communications Association for 13 Oklahoma Community Colleges.
- * Won \$500 and article published in *A+ Magazine* for outstanding Apple education software.
- * Received Associated Press Rogan Award for best newspaper reporting in Oklahoma.
- * My students have won hundreds of awards in competition against other college students for writing, reporting, photography, layout and design, newspapers, magazines, etc.
- * Won National Street Rod Association Best Engineering Award at NSRA Nationals (3,600 cars).
- * Nominated for Mesa State College Outstanding Faculty Award by Student Body Assoc. in 1992.
- * College Media Advisers National Conventions Judge & Critique College Newspapers & Magazines.
- * Rocky Mt. Collegiate Media Association Conventions Speaker, Judge & Critique Paper, Board.
- * Published hundreds of articles as a magazine freelancer and newspaper journalist.

DANIEL MANNING FLENNIKEN

Office: Mass Communication
Mesa State College
Fine Arts 313 D
1100 North Avenue
Grand Junction, Colorado 81501
(970) 248-1184

Home: 2810 Hawthorne
Grand Junction, CO 81506
(970) 254-1730 (Home)
(970) 216-8913 (cell)

E-mail: dflennik@mesastate.edu

EDUCATION

University of Colorado, Boulder, B.A. Psychology, 1969
M.A. Communications & Theatre, 1975

University of Wisconsin/Corporation for Public Broadcasting
Mid-Manager's Training Institute, 1987

University of Nebraska Multi-Media Symposium, 1990

Colorado State University Vocational Alternative Teacher Licensure Program, 2003-2004, Teacher License Received, 2004

ACADEMIC APPOINTMENTS

2005 – present Assistant Professor of Mass Communication, Department of Language, Literature and Mass Communication, Mesa State College

2003-2005 Lecturer, Media Technology, Unified Technical Education Campus, Mesa State College

1975-1978 Faculty member, Producer/Director, School of Communication, State University of New York, Plattsburgh, New York

PROFESSIONAL EXPERIENCE

1994 – 2003 Station Manager and Director of Education, Rocky Mountain PBS, Denver and Grand Junction, Colorado

1994-1999 Projects Coordinator, Pacific Mountain Network, Denver, Colorado

1985-1988 Assistant Program Manager, KRMA-TV, Denver, Colorado

1980- 1985 Coordinator of Adult Learning Services, KRMA-TV, Denver, Colorado

1978-1979 Producer/Director, Auraria Higher Education Center, Denver, Colorado

1972-1975 Director of Media Services, Clear Creek County Schools, Idaho Springs, Colorado

PRESENTATIONS

"Online Education: New Ways to Teach and Reach Rural Students" June, 2009, Technology in Education Conference, Copper Mountain, Colorado

"New Ways to Teach/Reach Rural Students" April 2009, eLLC Conference: Technology and the Next Generation: R U Ready? Vail, Colorado

"Old Tricks for New Tech Students" June 2004, Technology in Education Conference, Copper Mountain, Colorado

NATIONAL/REGIONAL PROFESSIONAL SERVICE

National Academy of Television Arts and Sciences, 2002-2004

Colorado School to Career Business Advisory Council 1999-2005

LOCAL PROFESSIONAL SERVICE

Mesa County Communications Officers' Association 2005-present
(Secretary: 2008)

Kids Voting, Public Relations Committee 2009

Grand Junction Rotary Club 2002-2004

Clear Creek County School Board Member 1992-1994

AWARDS

Emmy, 2002 "TV Confidential" Heartland Chapter of the Academy of Television Arts and Sciences, Executive Producer

Crystal Award, 2000 "TV Planet" National Educational Telecommunications Association, Executive Producer

RESEARCH GRANTS AWARDED

Mesa State College Strategic Planning Grant, 2007
Road Map for Mass 110 – Strategic Planning Activity for Mass Media; Impact and History

The purpose of the grant was to develop a comprehensive, standardized approach to all sections of the General Education course: Mass Media: Impact and History. The study involved research into student populations taking the course, research travel and interviews at other Colorado higher education institutions and production of a faculty manual ("Road Map") to distribute to course instructors.

Mesa State College 2008 – 2009 Awarded distance learning grants to design online courses: Mass 110 Mass Media: Impact and History (2008) and Mass 340 Mass Media Advertising (2009)

Eric William Sandstrom

PO Box 1868, Grand Junction, Colorado 81502
970-248-1570 esandstr@mesastate.edu

Career Goal: To fully utilize my talent and experience in a dynamic environment where clear, effective communications predominate for the benefit of everyone's future.

Teaching

Journalism Instructor / Mass Communication Program
Faculty Advisor – *Criterion* newspaper
Mesa State College
Grand Junction, Colorado
August 2007 – Present

Currently, I teach journalism courses full-time: Reporting & Writing for Media, Public Affairs, and Mass Media History & Impact. These courses are designed to prepare students for careers in the increasingly competitive world of communications. I require my students to think "on their feet," to justify their opinions, to question "authority" and to be respectful of others' opinions at all times. Last spring, I taught Public Relations, Desktop Publishing and Reporting & Writing for Media.

As faculty advisor for the college newspaper, *Criterion*, it is my job to guide, coach and encourage the student staff to learn by practicing professional journalism while covering newsworthy events for the benefit of a growing student body and campus. I also am responsible for hiring the editor and for managing the newspaper budget. For the first time in several years, the newspaper has become a profitable enterprise.

Public Relations Instructor / College of Communications
Cleveland State University, Cleveland, Ohio
August 2005 – May 2007

As an adjunct instructor, I taught two PR courses. The capstone, PR Writing, required students to work with agencies and firms on multiple projects ranging from media kits and desktop publishing to the Web. Students learned to build a strong portfolio of diverse communication materials during the semester.

The other course, Principles of PR, was a writing-intensive senior seminar designed that focused on fundamentals for working with news media and effective messages for various publics.

Journalism Instructor / Journalism & Mass Communications Program
Kent State University, Kent, Ohio
Spring 2003 – Fall 2003

As an adjunct instructor, I taught an Ethics & Issues seminar to senior journalism majors, focusing on ethical decision-making in the news media, PR and advertising. This writing-intensive course required students to study the philosophical models of Aristotle, Kant, and others in preparation for the ethical dilemmas that await them in the real world.

Current Complementary Activities

National Park Ranger
Colorado National Monument
Grand Junction, Colo.
Summer 2008 – Summer 2009

As an interpretive park ranger for the second consecutive summer, I led visitors on nature hikes, delivered several talks about the flora and fauna of the park, handled media relations, responded to crises involving deaths, and led a search and rescue operation. This endeavor enables me to keep my communication skills sharp during the summer months, and helps pay the bills.

Newspaper Columnist
The Denver Post, Denver, Colo.
May – Present

As a member of the Post's "Colorado Voices" team of freelancers, I was selected to write an occasional column about life on the Western Slope of Colorado. This endeavor keeps me in touch with the news media and provides a satisfying outlet for my competitive journalist's spirit.

Public Relations

Managing Editor / Marketing & Communications
Internship Director
University Hospitals Case Medical Center
Cleveland, Ohio
2005 - 2007

As editor of several clinical and research publications for physicians, I wrote and edited articles, worked with freelancers, photographers, and designers. Our mission: inform physicians about medical breakthroughs, enhance the hospital's reputation, and increase physician referrals. I was the "point man" for physicians and researchers wishing to publicize their new surgical procedures and clinical trials for the benefit of their colleagues in the region and nationwide.

As founder and director of the Internship Program, I selected college students for a hands-on work experience in publications, media relations, and internal communications. It was my job to make certain the interns were actively involved in various communications projects every day.

Media Relations Director / Marketing & Communications
University Hospitals Case Medical Center
Cleveland, Ohio
2004 - 2005

It was my job to lead and manage a staff of writers and media relations coordinators in executing communications initiatives internally (20,000 hospital employees and physicians), and externally (local, state and national media). This position also involved interviewing physicians and researchers about new clinical trials and surgical procedures, writing news releases, pitching story ideas to news media, arranging interviews between physicians and reporters, responding to news media requests for information, serving as hospital spokesman, and helping with strategic planning and crisis management.

Senior Medical Editor / Marketing & Communications
University Hospitals Case Medical Center
Cleveland, Ohio
1998 – 2004

As the primary editor and writer of all external hospital publications, I conducted interviews about medical news, wrote the articles, and edited my colleagues' articles while serving as the media relations representative for print journalists.

Journalism

Reporter and Columnist
Akron Beacon Journal
Akron, Ohio
1986 – 1998

Medical writer, health & fitness columnist who earlier covered numerous beats, including education, city and county government, police, education, magazine features and sports.

Reporter and Columnist
Peoria Journal Star
Peoria, Illinois
1982 – 1986

Covered federal court for two years; also wrote a weekly column for the Metro section, and later, features for the Lifestyles section.

Reporter and Photographer
Star-Herald
Scottsbluff, Nebraska
1979 – 1982

My beats ran the gamut from city hall and police to schools, health care and agriculture. I also took photos for my articles.

Reporter and Photographer
Gering Courier
Gering, Nebraska

1977 – 1979

As the lone reporter and photographer, my job was to cover every newsworthy event and individual that stirred in this Scotts Bluff County seat.

Character Building

Laborer

City of Westminster, Parks Dept., Westminster, Colorado (1975)

Printing Press Operator

Brown Palace Hotel, Denver (1974 – 1975)

File Clerk

Brooks Brothers Clothing, New York City (1973)

Assistant Store Manager

Rocky Mountain Park Co., Estes Park, Colorado (1973)

Education

MA, English, Miami University, Oxford, Ohio (1980)

BA, English, Miami University, Oxford, Ohio (1973)

Hobbies

Running

Finished 34 marathons (26.2 miles) and 13 ultra-marathons (over 26.2 miles), including the Mohican 100 Mile Trail Run, Boston Marathon, New York City Marathon, and Pikes Peak Marathon.

Hiking and Backpacking

Thirty-five years of trekking through various national parks, including Colorado National Monument, Rocky Mountain, Yellowstone, Mesa Verde, Shenandoah, Scotts Bluff and Cuyahoga Valley.

Miscellaneous

Writer

Imagination Writers Workshop

Cleveland State University (2004)

Knight Fellow

Knight Center for Specialized Journalism (“Paying for Health Care”)

San Francisco (1997)

Regis Tucci
526 Mockingbird Lane
Grand Junction, CO 81503-1117
970-243-4155

Summary of Qualifications:

Excellent communication and research abilities/skills; professional and academic broadcast/media experience; seventeen years of undergraduate and graduate teaching experience in four-year and two-year institutions; excellent managerial experience in academic, government and private sectors; very well-versed in broadcast/media production; professional broadcaster/journalist; numerous professional consulting experiences.

Professional Experience Highlights:

9/99 to Present Asst. Professor, Mass Communication, Mesa State College, Grand Junction, CO
10/95 to 5/99 Asst. Professor, Mass Communication, Mississippi Valley State University, Itta Bena, MS
1/81 to 9/94 Asst. Professor, Communication/Public Service, Westmoreland Co. Community College, Youngwood, PA
8/82 to 9/90 Asst. Professor, Division of Humanities, Wayne State College, Wayne, NE
1/91 to 9/92 Asst. Professor, Communication Studies, California University of PA, California, PA
1/81 to 8/82 Owner/Chief Writer, MoHo Publications, Greensburg, PA
1/80 to 5/81 Consultant, Twin Homes, Greensburg, PA
5/78 to 5/80 Founder/CEO, Writers' Inc., Huntington, WV
Info Rep/Media Spl IV, WV Human Rights Commission, Charleston, WV
Grad Asst/Asst to the Director, Marshall University, Huntington, WV
Producer/Writer, WMUL-TV, Huntington, WV
Air Talent/News/Writer, WVQM-FM, Huntington, WV
Air Talent/MD/Producer, WMUL-FM, Huntington, WV

Experience

Mesa State College, Grand Junction, CO

Teach and develop course in Broadcast Communication (proposed splitting of courses and creative of new courses) and engage in research activities. Advise Mass Comm majors. Faculty Advisor to KMSA-FM. Serve on various departmental, school and campus wide committees. Have undertaken the establishment of Mesa State television.

Mississippi Valley State University, Itta Bena, MS

Teach and develop course in all aspects of Broadcast Communication. Advise majors. Advisor to the Mass Comm Club. Prepare plans for broadcast equipment acquisition. Work with architect in designing audio and video studios. Serve on or chair Departmental and University-wide committees. Cofounder and Co-director of the Center for the Study of Media, Culture, and Strategy. Conduct grant research.

California University of Pennsylvania, California, PA

Taught and developed courses in the Department of Communication Studies. Courses included Radio & TV Announcing, Radio & TV Newswriting, Radio Production, Advanced Radio Production, TV Production, Advanced TV Production, Radio

Workshops, and Broadcast Management. Advisor to the student radio station. Worked with forensics program.

Wayne State College, Wayne, NE

Conceived, developed, and taught courses in Broadcast Communication, Broadcast Journalism, Research Methods, Radio/TV Law, Public Relations, International Broadcast Systems, and Advertising. Rebuilt the degree program in Broadcast Communication. Received grants to construct additional production studios. Served as Faculty Advisor to KWSC-FM, Iota Beta Sigma (Broadcast Honorary) and Sigma Tau Gamma (social fraternity). Assistant Director of Forensics. Served on/chaired numerous Division and College-wide committees. Established and directed Broadcast Internships with local, regional, and national broadcasters, the Nebraska Army National Guard, and the Voice of America. Advised 65 majors and 15 nonmajors. Developed and executed the first European Travel Program in Broadcast Communication for the college.

Twin Homes, Greensburg, PA

Applied knowledge of speech communication and mass communication theories to generate sales of modular homes. Created, organized, and executed all advertising (broadcast and print) efforts. Engaged in other sales activities.

MoHo Publications, Greensburg, PA

Consumer and self-help publications targeting owners and potential owners of modular housing. Applied journalistic abilities, theories of mass communication, and market research/analysis to create a successful business.

W. Page Pitt School of Journalism, Marshall University, Huntington, WV

Assistant Advertising Manager for the University daily, The Parthenon. Sold accounts assisted in layout and design, established and executed citywide distribution plan. Special Assistant to the Director of the School of Journalism. Primary duties were institutional research, grant research/acquisition, and organizing and managing a General Motors sponsored study concerning the relationship between business and media. Taught undergraduate courses in Journalism.

Writers' Inc., Huntington, WV

Founder and CEO of Public Relations/Advertising firm that specialized in businesses and private educational institutions. The firm employed ten people and was successful. The firm was franchised upon graduation.

West Virginia Human Rights Commission, Charleston, WV

Law enforcing agency of state government. Managed budget and staffing of the department. Primary duty: Communicate Commission's messages to the public via all media available. Additional duties: Creation and management of all internal and external publications; wrote, produced, and directed all radio/TV public service announcements; established and conducted media seminars for staff members, local commissions, state commissioners, and others; established and maintained contact with local human rights groups and consulted them on media use; organized and executed annual Women and Minorities in Media Conferences; conducted research in civil rights laws, conducted market analyses, assisted in preparation of legal briefs; and maintained contact with Federal agencies.

WMUL-TV, Huntington, WV

Wrote and produced programs. Wrote and produced all on-air promotions. Worked with technical. Shot and edited video tape and film (35mm SCO). Received awards from the Veterans Administration, WV Outdoor Theatre, and horticultural groups.

WVOM-FM, Huntington, WV

Air talent. Gathered, wrote, and reported news. Wrote commercial copy. Produced commercials. Established and maintained contact with music industry representatives. Updated playlists. Sold air time.

WMUL-FM, Huntington, WV

Music Director and air talent. Selected and programmed all music aired. Supervised all air talent. Wrote and produced radio documentaries. Organized and expanded all music holdings. Instructed staff on FCC rules and regulations.

Education

Doctoral work:

Bowling Green State University, Bowling Green, Ohio

Major area: International Communication Systems

Minor area: History of American Theatre

Graduate school:

Marshall University, Huntington, WV

MA, Journalism/Broadcasting

Undergraduate:

Marshall University, College of Arts and Sciences

BA, Broadcasting/Speech

Minor, Psychology/Spanish

Publications

Six essays published in the Historical Dictionary of American Radio (Spring 1998). Edited by Professor Donald Godfrey, Arizona State University.

Five essays concerning aspects of the history of American Broadcasting published by Fitzroy Dearborn in the Encyclopedia of Radio. Publication release date is late fall of 2002.

Numerous articles, essays, reports written for the West Virginia Human Rights Commission. Housed in the Archives of the State of West Virginia, Charleston, WV.

Numerous articles written and published for and by MoHo Publications, Writers' Inc., and The Parthenon.

Memberships

Broadcast Education Association, Society of Professional Journalists, National Religious Broadcasters Association, Museum of Radio and Television (Chicago), Nebraska Army National Guard (Colonel), Sigma Tau Gamma Fraternity, Collegiate Press Editorial Advisory Board, The Association of International Broadcasters, International Radio and Television Society (NYC), and the National Association of Broadcasters.

Research

Interests

International Communication (internal/external), Military Broadcasting, domestic commercial systems, American broadcasting history, and the role of language as a factor in nation building.

Appendix F

Scholarly Activity

Scholarly Activity: Mass Communication Faculty 2005-2009

	Presentations	Articles/Columns	Books/Other
Evers	1		1
Tucci	5		
Flenniken	4	1	1
Sandstrom	2	6	3*

*See further information under Sandstrom below

Scholarship also includes participation and representation at national and regional association meetings including National Association of Educational Broadcasters, Colorado Press Association, Technology in Education, Colorado eLearning Consortium and AEJMC.

Specifics on Mass Communication scholarly activity:

Professor Bryon Evers

- Published a 565 page, hardback book on history and genealogy in August 2009. Including a book signing and speaking in Illinois on it. "Evers: Early Settlers In Southern Illinois". Dr. David Demers, a mass media historian and book editor wrote on the back cover review, "In terms of research, documentation and presentation, this book is without question, the finest work of genealogy I have ever seen..."
- Participated in AEJMC weeklong national conference in Chicago in 2008. Made presentation and received feedback from fellow professors in video story telling workshop. Also participated in discussions with small groups on sports reporting, magazine competition, and newspaper free speech.
- Served as the Colorado Press Association judge for the photography contest in Denver for the Nebraska Press Association.
- Adviser of student magazine that has won annual awards in competition with other college magazines. In 2006, Horizon won first place in the four-state Society of Professional Journalist magazine competition for the 7th time in previous 8 years.

Assistant Professor Regis Tucci

- Attends and participates in the National Association of Broadcasters convention each spring. Professor Tucci takes his management team from KMSA to the convention, giving them an opportunity to learn from professional broadcasters and explore career opportunities. He also participates in panel sessions at the meetings.

Assistant Professor Dan Flenniken

- Has presented at conferences including the Colorado ELLC (formerly Telecoop) Conference and the Technology in Education Conference on topics related to Reaching Rural Students via distance learning formats and Teaching Media Technology/Production for high school/middle schoolteachers.
- Authored a portion of a Suicide Prevention guide, specifically a segment directed to college students (through Mesa County Communications Officers Association/Suicide Prevention Foundation)
- Attended and sponsored student participation in the National Association of Television Program Executives Career workshop, held at Rocky Mountain PBS in Denver
- Attended and sponsored student participation in the Mesa County Communications Officers' Association retreat, held in Glenwood Springs. The topic of the retreat was new media and social networking for public information officers.
- Authored the Faculty Guide for Teaching Mass Media: Impact and History; a "Road Map for Mass 110."

Lecturer Eric Sandstrom

- National Park Ranger and Public Information Officer (PIO), Colorado National Monument, Summer 2008 – Summer 2009
- *Serves as a seasonal ranger in the Monument's Interpretive Division, delivering an estimated 120 "porch talks" to visitors about wild life, and history, leading hikes, and being the designated PIO for news media stories when the superintendent is unavailable.
- Columnist for Colorado Voices, The Denver Post, Spring 2008 – Present
- Selected to write personal columns for the Post's "Colorado Voices" group. Columns have covered a broad range of topical issues. Examples include: job opportunities for college students, cell phone service in wilderness areas, supporting locally-owned business instead of chain stores, the legacy of the Civilian Conservation Corps, and a pet's death.
- Faculty Advisor at Colorado Press Association convention (2008)
- As Criterion advisor, Sandstrom took student editors to the annual CPA convention for journalism workshops and job opportunities.

- **Freelance Writer, Grand Junction Visitors & Convention Bureau**
- **Wrote a travel article for the V&CB website (May 2009)**
- **Video Workshop Student, Camp Video Journalism (Chicago), September 2008**
Sharpened my video skills with professional journalists in a three-day workshop focusing on “run-and-gun” news coverage and editing for news websites.

Appendix G

Summary of Mass Communication Retreat

Analysis of the June 5 Mass Communication Retreat

In a post-retreat meeting on the afternoon of June 5, the Mass Communication faculty examined the common themes we saw in the day's discussion and translated those into core educational elements for Mass Communication majors. They are as follows, in no particular order:

- a) critical thinking
- b) entrepreneurship and related business skills
- c) writing and storytelling ability
- d) public speaking and persuasive ability
- e) technical skills: videography, photography, digital editing, web content development, basic graphic design
- f) ethical training
- g) practical experience
- h) new media savvy, particularly in the areas of social media strategies and applications, online marketing, and public relations tie-ins
- i) evaluating quality of information

In addition, these underlying needs for the revision of a Mass Communication curriculum were suggested by much of the conversation:

- a) Understanding of the merger of content platforms
- b) Student versatility, with depth in some areas, but also breadth
- c) Understanding and designing strategies for communication platforms to work together

As a result of these discussions, the faculty have put several ideas into play that will influence not only broad changes to curriculum design, but also affect changes to individual course design. These questions have now entered the conversation:

Should the program consider rebranding itself as a New Media/Mass Communication major for all emphases?

Given the need for versatility described during the retreat, should the program eliminate the idea of emphases or concentrations altogether and develop a single curriculum that cuts across traditional boundaries?

How can existing courses better accommodate the advent of new media and social networking technology?

Should the program spend more time building foundational theories for students that will cut across sub-disciplines and better prepare them for the vast range of tasks they will be asked to perform?

How can the program better position itself in relation to the rest of the campus, both reputationally and in terms of working with other programs?

Appendix H

Media Day Brochure

MSC CAMPUS MEDIA

Criterion
Student Newspaper
970.248.1255
criterion@mesastate.edu
Advisor: Eric Sandstrom

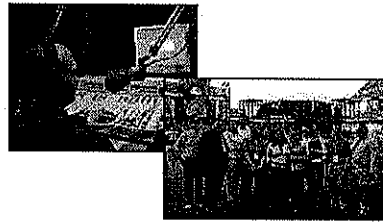
Horizon
Student Magazine
970.248.1287
bevers@mesastate.edu
Advisor: Byron Evers

KMSA
Campus Radio Station
970.248.1240
rtucci@mesastate.edu
Advisor: Regis Tucci

MSC-TV
Campus Television Station
970.248.1665
rtucci@mesastate.edu
Advisor: Regis Tucci



Ask a Media Day representative about
our Campus Media Tours!



Special Thanks To Our Guest Speakers:

Gretel Daugherty, GJ Daily Sentinel
Alan Kirkpatrick, CU Boulder
Paul Daugherty, CU Boulder
Kevin Brock, Chick-fil-A
Teri Cavanaugh, Cobb & Assoc.
Kim Robinson, KJCT News 8
Jim Davis, MBC Grand
Natalie Pallone, KKCO 11 News
Jeff Kirtland, MCV School Dist. 51

Additional Thanks:

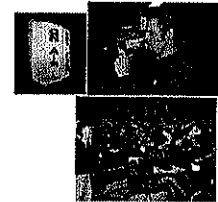
Albertsons
Bananas Fun Park
Texas Roadhouse
Chipotle
Black Jack Pizza

Photography provided by Dan Lantry & Mesa State's
Mass Communication Department
Event management provided by Mesa 450's "Media Day Team."
Materials for Media Day provided by the
George Ortunek Journalism Workshop.

19TH ANNUAL

MSC MEDIA DAYS

March 2-3, 2009



Mesa State College
Fine Arts Building
Grand Junction, CO 81501
www.mesastate.edu

SCHEDULE

Monday, March 2, 2009

8:30 AM Registration (Lobby)

9:00 AM "The Invisible Web"
 Alan Kirkpatrick, CU Boulder
 Discover some of the best hidden resources available online for journalists. (FA 308)

Tours -TV/Audio Studios, Criterion, KMSA (Meet in Lobby)

10:00 AM "The Thinking Photographer"
 Gretel Daugherty, GJ Sentinel
 How to become a thinking photographer instead of just a snap shooter from a CPA award-winning photographer. (FA 308)

Tours -TV/Audio Studios, Criterion, KMSA (Meet in Lobby)

11:00 AM "Chick-fil-A From the Cow's Mouth"
 Kevin Brock, Chick-fil-A
 It is more than a restaurant...it is a customer experience built around branding. Learn about their latest advertising plans. (FA 312)

"Video Production for the Web"
 Paul Daugherty, CU Boulder
 Hands-on workshop in videography for new media formats. (2 hour session including Lunch) (FA 308)

11:50 AM Lunch: Pizza and Drinks (Lobby)

12:10 PM "Stepping Stones to Careers & Jobs in Denver"
 Alan Kirkpatrick, CU Boulder
 Your chance to ask questions and get answers about Denver/Front Range media, career and academic opportunities. (FA 312)

"Coldheartedly Preying on Private Moments: Factors for a Journalist to Consider."
 Carroll Multz & Eric Sandstrom, MSC
 Your media staff uncovers illegal activities involving students and faculty. What would you do? (FA 214)

1:00 PM "Reporting the News: A Primer for 2009"
 Eric Sandstrom & Criterion Editors, MSC
 MSC student editors explain how to cover good and bad news on deadline. (FA 312)

"The Invisible Web"
 Alan Kirkpatrick, CU Boulder
 Discover some of the best hidden resources available online for journalists. (FA 308)

Yearbook/Newspaper Feedback & Critique
 MSC Faculty (FA 301 Library-3rd Floor)

2:00 PM Tours -TV/Audio Studios, Criterion, KMSA (Meet in Lobby)

Tuesday, March 3, 2009

8:30 AM Registration (Lobby)

Tours -TV/Audio Studios, Criterion, KMSA (Meet in Lobby)

9:30 AM "P.R. from a Working Professional Perspective"
 Jeff Kirtland, MCV School Dist. 51
 A day in the life of a school district communications officer. (FA 308)

"Local TV Reporters: Covering News"
 Natalie Pallone, KKCO 11 News
 A local TV anchor will offer tips on how to succeed in front of the camera and behind it. (Tomlinson Library 122-Meet in Lobby)

11:00 AM "The Invisible Web"
 Alan Kirkpatrick, CU Boulder
 Discover some of the best hidden resources available online for journalists. (FA 308)

"Audio in Video Direction"
 Kim Robinson, KJCT News 8
 Learn about the importance of audio in local video productions, particularly newscasts. See samples of on-air mishaps. (FA 312)

"Marketing & Advertising-New Media Perspective"
 Teri Cavanaugh, Cobb & Assoc.
 Buckle your seatbelt for a fast blast through the wonderful world of new market mediums. Explore the contrast of new medias vs. traditional, online vs. offline. Take an exercise in job profiles and planning. (FA 214)

12:30 PM Lunch: Pizza and Drinks (Lobby)

1:00 PM "The Invisible Web"
 Alan Kirkpatrick, CU Boulder
 Discover some of the best hidden resources available online for journalists. (FA 308)

"Localism in Radio"
 Jim Davis, MBC Grand
 Learn how to serve local audiences from a radio professional. (FA 312)

Yearbook/Newspaper Feedback & Critique
 MSC Faculty (FA 301 Library-3rd Floor)

2:00 PM Tours -TV/Audio Studios, Criterion, KMSA (Meet in Lobby)

External Review for Mass Communications, Mesa State College

[Submitted by Dr. Marianne Barnett, Fall 2009]

Introduction:

Several questions guided this review of the Mass Communication program at Mesa State College. Key among them are: do the Program's goals and objectives coincide with those of Mesa State; is the number of full-time faculty members adequate to deliver the Program's required courses in a timely manner; can the Program support four concentrations with fewer than four full-time faculty members; and given the changes occurring in the field does the curriculum adequately prepare graduates of the Program to enter 21st century media industries?

Through this report the reviewer will identify the Program's strengths and weaknesses, provide answers to the questions detailed above and where appropriate, make recommendations for improvement. The format of the report follows that of the program review.

A. Overview and Brief History of the Program:

Mass Communication has been offered as a four-year degree program at Mesa State College for almost thirty years. Throughout much of its history, the Program offered tracks or specializations in print and broadcast media, adding public relations in 1992, and news/editorial in 1998. The Program also offers a minor in mass communication. The number of full-time faculty in the Program has fluctuated between two and four with two tenured faculty members, one tenure-track person and one eighty-percent person, who also advises the student newspaper, currently on staff.

Between 2005 and 2007 there was frequent turnover of student newspaper advisors--three in two years--but things appear to have stabilized and the current advisor has been in place for three years.

Although the Program seems to have had some diversity during its history—at one time it had the only African-American professor at Mesa State—and at various times had two female professors and one Hispanic instructor, currently all four full-time faculty members are Caucasian males, although the Program does employ a few women part-time instructors. This is troubling since a significant percentage of the Program's students are women. Information on the ethnicity of the Program's students was not available.

From a low of 60 in the early 1990s to a high of 173 by the end of that decade, over the last several years the number of majors in the program has hovered around 150, with slightly fewer students enrolled in spring than in fall semesters.

B. Program Goals and Objectives:

As enacted by the Colorado General Assembly, Mesa State College "shall offer. . . a limited number of professional, technical and graduate programs." The College promotes "the acquisition of skill as well as the discovery and application of knowledge . . ."

In keeping with the role and mission of the College, the Mass Communication program offers "students an opportunity to develop knowledge, theory and skills that will assist them in the development of critical thinking, securing employment in the broad field of Mass Communication, and preparing those who plan to continue their studies at the graduate level." The Program includes in its core requirements courses in law and ethics, theory and research, and history.

Appropriately, given its objectives and goals, particularly with respect to preparing students to secure employment in mass communication, the majority of the program's courses emphasize the acquisition of skills, especially writing and editing.

Currently the Program has separate objectives for each of its four concentrations. Although the concentrations differ from one another in some respects, students in all four concentrations would be better served if objectives such as "addressing analytical, writing and reporting skills" were part of the Broadcasting, Public Relations/Advertising and New Media concentrations as well as Journalism. Similarly, all students, not only those in New Media, would benefit from learning the theory and skills related to Internet communication.

The Program's requirements that students not only complete a one-credit hour practicum at one or more of the on-campus media outlets, but also a five-credit internship at a professional media organization are among its major strengths.

These requirements serve several purposes. They give students an opportunity to apply what they've learned and get hands-on experience in multiple media early on in their academic careers, allow students to discover whether a career in mass communication is appropriate for them, introduce students to potential employers, provide students with material for a work portfolio and build on the connections between the Program's faculty members and members of the community.

Current students as well as alumni indicated students who do well in the Program and after graduation are those who have taken full advantage of the opportunities provided by college media and internships.

As part of its review, the Mass Communication program provided an Analysis of Need. It cited as the primary indicator of its success its number of majors. As noted above, the Program currently has about 150 majors across four concentrations, with Broadcasting the largest of the four. Over the most recent five-year period the Program graduated an average of 28 students per year with 57 seniors enrolled in spring 2009. These numbers

appear to be comparable in size to many of Mesa State's degree programs, Business and Kinesiology being the exceptions.

With fall 2007's addition of MASS 110 Mass Media: Impact and History as a General Education/Guaranteed Transfer Humanities course and a requirement for all Mass Communication majors, the Program not only has added to its student credit hours, but the course also serves as a recruiting tool and provides a valuable service class to the College. In keeping with the College's mandate to be a regional education provider, in fall 2008 an online section of the course was added, and to ensure consistency of instruction across sections, a "Road Map" was developed.

C. Curriculum:

Overview

In conducting the review of the Program, the issues with the curriculum continually caught the reviewer's attention. Concerns center on the following: too many separate concentrations; not enough faculty to support those concentrations; too many courses in a concentration; insufficient faculty expertise to teach the courses offered; and a single faculty member being responsible for all of the courses in a concentration.

There currently are four very separate concentrations, although there is some overlap between the courses in each of the four, and there are only three full-time tenure track members plus one eighty percent lecturer on the Program's faculty.

Two full-time faculty members and the Program's lecturer have expertise in Journalism and Public Relations. One full-time faculty member specializes in Broadcasting and teaches all of the courses in that area. New Media, perhaps the most critical of the four concentrations, has no permanent faculty assigned to it, and except for two new courses that could be combined, is comprised of a collection of courses drawn from the other concentrations.

To the faculty's credit, it is concerned that students are getting the instruction they need in online and emerging media and creating a New Media concentration was one way of addressing that concern. However, rather than rearranging existing courses and tacking on two new ones, in developing the New Media concentration a better approach would have been to start from scratch. That was likely not possible given the Program's extremely limited resources in terms of faculty.

The Program's separation rather than integration of the four concentrations is troublesome not only because of the lack of faculty to support them, but because of the increasing importance of preparing all students, particularly those in Mass Communication, for the digital world of the 21st century.

The ability to work across platforms—print, broadcast, online, to be able to adapt to the rapid pace of change, not only in these industries, but in all industries, to have the critical thinking ability to apply what a student learns in one platform/one computer application

to others, to be entrepreneurial and able to find creative solutions to problems are among the skills required of those entering mass communication professions.

Among the problems with so few faculty members is that students receive all of their instruction from a single person and do not have the opportunity to be exposed to different points of view, different approaches, different skill sets and/or ways of approaching a task.

Even if an instructor is exemplary, and according to students and alumni that doesn't appear to be the case in at least one of the concentrations, it is unlikely a single person will be able to provide both the breadth and depth of knowledge in the subject area that students need. Students and alumni in the Broadcasting concentration, the largest of the four, expressed particular frustration with respect to the lack of depth in instruction.

On a more positive note, with the possible exception of MASS 320 Fundamentals of Photojournalism, the Program's core curriculum is solid and with courses like MASS 201 Writing and Reporting for Media, MASS 480 Journalism Law and Ethics and MAS 490 Theory and Research, gives students a strong grounding in the fundamentals of Mass Communication.

Service Courses

The Program teaches one service course, MASS 110 Mass Media: Impact and History. A review of the course syllabus indicated an interesting class with a good mix of assignments and clear expectations. A College grant was used to develop a "Road Map" for the class which helps ensure consistency across the multiple sections of the course.

MASS 110 also is one of the courses on which assessment is conducted. In both semesters of the 2007-2008 academic year, 99 percent of the students in the class completed the assessment. One criterion for success was a score of 75 or better on the assessment instrument. The results were better than expected. Over 90 percent of the MASS 110 students received a score of 85 or better.

To improve the course, the faculty adopted a new text that puts more emphasis on critical thinking. The assessment also indicated in-depth discussion of course material and examples from current events enhanced students' understanding of the First Amendment so more have been incorporated in the course outline.

The results of the assessment suggest the instructors and the course are meeting the objectives of helping students improve their critical thinking skills and their ability to effectively communicate in the English.

Elective Courses and Course Duplication:

Because each of the 36 Mass Communication courses listed in the 2009-2010 Mesa State College catalog is required by at least one concentration, it doesn't appear the Program is

offering any classes that function strictly as electives. Students in the Program appear to choose their electives from the same list of courses, often graduating with more than one concentration which is among the Program's strengths.

Some of the courses, particularly those in the Broadcasting concentration are redundant and need updating. For example, the Program teaches three very similar courses—MASS 360 Television Production, MASS 460 Advanced TV Production and MASS 470 Advanced Producing Techniques. The first of the three courses focuses on studio production and the second on remote production. It might be possible to combine two of the three, update the course content and structure, incorporate more videography and editing and thus provide students with a richer experience.

Similarly, the Program offers MASS 250 Radio & TV Announcing and MASS 260 Audio Production, two courses that appear to have significant overlap. The students and alumni with whom the reviewer spoke reinforced impressions that the courses are redundant and need to be updated.

Although there is some duplication of courses within the Program, for the most part those courses are unique to the Mass Communication program and in some instances have value to students in other majors. For example, students in Marketing may be interested in MASS 340 Mass Media Advertising, MASS 401 Commercial Copy Writing, or MASS 430 Desktop Publishing. Those in Political Science might take MASS 303 Public Affairs or MASS 480 Journalism Law and Ethics.

Course Scheduling:

As noted above, there are 36 Mass Communication courses listed in the 2009-2010 Mass State College catalog. Each of the courses is required by at least one of the Program's four concentrations. In fall 2009 the Program offered just under half of those courses. Of those only five had multiple sections. Of the courses required as part of the core, all were offered, but only MASS 110 and MASS 201 had more than one section. While it wasn't clear whether having only one section of MASS 480 Journalism Law and Ethics and one of MASS 490 Theory and Research creates bottlenecks on the path to graduation for students, if resources permit, the Program should consider offering additional sections of either or both of these courses.

Most of the classes were scheduled in the morning with a few offered mid-to late afternoon. There were a handful of classes, including one section of MASS 110 offered in the evening, a plus for students whose schedules might preclude daytime classes. Additionally, one section of MASS 110 was offered online.

Assessment:

In addition to MASS 110 which the Mass Communication program assesses as a General Education class, the Program evaluates students in five of its courses: MASS 201 Writing

and Reporting for Media; MASS 301 Broadcast Journalism Writing; MASS 402 Writing for PR & Advertising; MASS 490 Theory and Research and MASS 494 Senior Seminar.

There are three intended student outcomes: 1.) Students will use their analytical and writing skills to communicate effectively; 2.) Students will be prepared to apply their knowledge and skills in Mass Communication positions; and 3.) Students will demonstrate an extensive general understanding of the range of topics in the media and relationships among concentrations.

To assess outcome #1 written assignments were selected at random and evaluated using an established rubric. The criterion for success was 75 percent of the assignments being considered good or excellent. Except for MASS 494, in all cases, students performed at a level lower than anticipated.

In MASS 201 33 percent of the students in the sample scored "good to excellent." In MASS 301 half did and in MASS 402 and MASS 460 60 percent of the students performed as expected. In MASS 494 80 percent met the criterion for success.

In both MASS 201 and MASS 301 students are tested too early in the semester and in all cases, the sample size (9 or 10) is too small to draw any generalizable conclusions about the efficacy of the course or the instrument.

The second outcome, "Students will be prepared to apply their knowledge and skills in Mass Communication positions was assessed in two ways—by having working media professionals evaluate the portfolios of students in the senior seminar and internship. In the latter instance, a student's supervisor did the evaluation. Sixty-six percent of the seminar students scored 80 percent or better while 100 percent of those doing an internship were rated good or excellent.

The third outcome will be assessed using a pre/post-test approach with an exam being administered to entering students and exiting seniors. Seventy percent of seniors who were evaluated using an earlier version of the exam scored 80 percent or better, but 90 percent of beginning students scored below 50 percent with the 56 percent the highest score.

Recommendations:

To better prepare its students the Mass Communication program at Mesa State College should, at a minimum incorporate New Media into the three other specializations. It might begin by combining its Web Content Production class (MASS 468) with its Content Development class (MASS 410) and in its core curriculum replacing Fundamentals of Photojournalism (MAS 320) with the newly created course.

In the Vision section of the self-study, the Program's faculty proposed incorporating online journalism skills in all of its classes. The reviewer would encourage the faculty to move forward with this proposal.

The Program should examine all of its concentrations and eliminate duplicative courses, update others, particularly those in Broadcasting and consider focusing on either Public Relations or Advertising rather than both.

In Broadcasting the Program should place less of an emphasis on studio production and more on shooting and editing. Gone are the days when a television station had the luxury of hiring writers, videographers, editors and reporters each of whom performed a single function. Today those working in television news are expected to write, report, shoot and edit their own stories not only for broadcast, but also for distribution on the Web and mobile devices.

Because it seems to be a standalone class, the Program also might consider eliminating MASS 440 Media Management and Promotions and incorporating the promotions piece in the copy writing or mass media advertising course.

If resources are available, the Program should hire a full-time faculty person with expertise in Web development/content creation to teach the New Media courses and provide an opportunity for other faculty to participate in workshops/training sessions to acquire those skills.

A more drastic approach would be to take a step back from the curriculum and undertake a complete overhaul of it. A starting point might be to focus on what students need to know and need to know how to do to successfully gain entry level positions in the mass communications industries. The Mass Communication program faculty has indicated a willingness to do this.

Although the faculty is interested in exploring "options for broadening the program's score and reach" by, for example, offering courses on the Montrose campus, collaborating with the University of Colorado on a Master's program in journalism and looking into more curricular interaction with the Bishop campus, given the Program's extremely limited resources, the faculty should instead focus on streamlining the existing curriculum.

Academic integrity, especially plagiarism is addressed in several Mass Communication program course syllabi. Although problems with plagiarism and academic dishonesty may be on the rise given the ubiquity of the Web, cell phones and other mobile devices, so too have the methods for detecting those problems.

The Mass Communication faculty should consider developing a standardized academic integrity policy that could be incorporated into every course. Developing and enforcing a consistent policy that specifies standards, provides examples of plagiarism and details the consequences of failing to adhere to those standards would lead to less confusion on the part of students and a likely reduction in the number of infractions.

In terms of assessment, to improve students' writing performance, the Mass Communication program faculty might consider requiring students to complete ENG 111 and ENG 112 before enrolling in MASS 201. The Program currently requires students to complete the two English courses to receive their degrees with a Mass Communication major and recommends they complete them as freshmen. However, many students postpone taking their English classes until much later in their academic careers.

Although the argument can be made that taking MASS 201 early on eases students' anxieties about writing and helps them improve, if having 75 percent of the students in the class perform at the "good to excellent" level is an assessment goal, the students without prior coursework in English may need some remedial help. Otherwise, the 75 percent target may be elusive.

D. Students and Student Satisfaction:

Student satisfaction was evaluated primarily on the basis of conversations with groups of selected students and alumni. Those conversations while helpful may not be indicative of the satisfaction of the general Mass Communication program student population.

Over the last five years the number of Mass Communication majors has ranged from a high of 172 in fall 2007 to a low of 145 in spring 2006. In spring 2009 the Program had 147 majors and awarded 26 degrees, a number comparable to that of most programs at Mesa State with the exception of Business and Kinesology.

Over the same time period, almost half of Mass Communication majors specialized in Broadcasting with Public Relations a close second. The number of students specializing in Print Media or News/Editorial declined significantly over the same period and the two specializations were eliminated.

On average, the Program generates over 2700 credit hours each academic year. None of the courses offered by the Program are at the remedial level and the vast majority are 300 or 400 level upper division classes. Data on the average class size by level of course or FTE student enrollments were not provided.

The Program offers 36 different classes, each of which is required by one or more concentrations. About half of those classes are offered each semester.

With respect to student success, several Mass Communication majors have won national awards, including first place for Web pages in the Associated Collegiate Media competition. Students also have received scholarships from organizations such as the Colorado Women's Press Association, the Colorado Press Association and the Daily Sentinel.

Data on the number of Mass Communication graduates who pursue graduate or professional degrees were not provided and information on those working in their major field was anecdotal and limited to self-reporting and alumni contacts.

The assessment plan provided by the Program faculty and a review of the assessment results, particularly those related to the outcome measuring whether students are prepared to enter media professions, suggest students do well at their internships, a good indicator of success in entry-level media jobs.

The faculty seem to be making effective use of the information obtained from that measure, but while continuing to adjust the way they assess students' writing ability, they may not be making as effective use of that information to improve students' likelihood of success as they could. More information on the Program's assessment activities is detailed in the assessment section of this report.

The reviewer had an opportunity to speak with about a dozen alumni over lunch and later that day with a comparable number of current students. In virtually every instance, the opinions expressed by the alumni were echoed by the current students.

The alumni felt their internships prepared them to enter the field in the ways their coursework did not. Some noted they weren't as ready as they would have liked to have been for the challenges of working in the industry, wished there were more connections between the Program and the profession and a more established pipeline to jobs. The current students are particularly concerned they're not as prepared to enter the profession as they should be.

Current students and alumni would like to see more guidance in terms of advising and suggested students be required to meet regularly with their faculty advisers.

Both groups praised the media opportunities available on campus and noted how valuable their experiences in those environments were. They noted the Program needs to stress the importance of student media experience and the value of having a portfolio of work.

They felt that many times they were "operating in a bubble" in their classes and that the classes, particularly News Writing and Radio Announcing weren't challenging enough. Both the alumni and the current students suggested there be much more off campus reporting required in the journalism classes. The alumni also suggested the Program require students in its writing classes to publish their work and those in the announcing class to produce a resume "tape" of theirs.

Current students and alumni alike would like to see resume writing workshops that are specific to the major, job shadowing and more professionals invited to speak to classes. In fact, unsolicited, several of the alumni volunteered to come to campus to meet with students.

The one area where both groups felt the Program was especially lacking is the Web. The current students felt attention should be paid to all aspects of digital media--blogging, social media, Web design and mobile applications. The alumni suggested more crossover between Mass Communication and Computer Science.

Several members of both groups expressed frustration with equipment and the lack of access to the Program's audio and video facilities. Alumni would have liked more hands-on instruction in both studio production and video editing and felt the instructor wasn't as well-versed on the equipment or software as he/she might have been.

They also noted the focus in Broadcasting seems to be on radio rather than on television and described MSCTV as being underfunded relative to the student radio station. The current students had similar complaints.

Both groups suggested the Program either hire an additional student assistant for its audio/video labs or utilize one currently on staff.

One measure of student satisfaction, albeit indirect, is retention. In the case of the Mass Communication program, its retention, particularly in its largest concentrations is below that of the College as a whole.

Over the five year period 2004-2008 just under 53 percent of Broadcasting students and 45 percent of Public Relations students stayed at or graduated from Mesa State as compared to 63 percent of all students in the College. The Program's difficulty in retaining students may be a reflection of some of the dissatisfaction expressed by current students and alumni.

Despite the concerns they expressed, both groups uniformly had high praise for their professors and the alumni emphasized how much they learned from the law class particularly with respect to copyright and ethics.

Recommendations:

To improve on student satisfaction, the Mass Communication program should consider creating an instructor evaluation that would give students in each of its classes an opportunity to provide structured feedback on the effectiveness of the instructor and the course.

Such an instrument would give faculty information on areas in which they perform well and those to which they might give additional attention. Further, it would provide administrators with a more consistent way of identifying instructors who might need pedagogical assistance.

One of the primary goals of any professional program is to prepare students to enter its respective industry. Part of that preparation is establishing connections with employers.

One way the Mass Communication program at Mesa State College could do that is to widen its network of alums and to identify and find more of them. Doing so will not only provide better data on graduates' success, but also provide contacts for other alums and current students.

The Program also should consider having professionals into classes more often, conduct workshops on resume preparation and interviewing skills and work with others on campus to tailor workshops for Mass Communication students. The alumni with whom the reviewer spoke are eager to be more involved in the Program and would likely be willing serve in any of a number of capacities.

The Program might consider building on what it learned in its June 2009 retreat by establishing an advisory board of students, alumni and industry professionals that could provide guidance and support and help the Program strengthen its connections and provide its students with a better pipeline to jobs.

In the Vision section of the self-study the Mass Communication program faculty specifically mentioned establishing an industry advisory panel and improving communication with alumni as two things it would like to do. The reviewer would encourage the faculty to do both.

E: Faculty:

The weakness in staffing was a key criticism in the Mass Communication program's previous review and it continues to be a problem. According to the self-study, "the primary weakness of the Mass Communication program in recent years has been maintaining sufficient staffing both in terms of the numbers and quality." This is particularly true given the number of concentrations offered and courses taught.

Currently the Mass Communication Program at Mesa State College has three full-time tenure track faculty and one eighty-percent lecturer, four areas of concentration and three dozen courses. All four of the full-time faculty members are Caucasian males.

Two tenure track faculty members and the Program's lecturer have experience in journalism and public relations. The largest concentration in terms of student interest, Broadcasting, has one faculty member and the fourth and perhaps most critical concentration New Media has no full-time faculty assigned to it.

In short, it does not appear the Program has enough full-time staff with the requisite expertise to teach all of its courses and concentrations. This is especially true with New Media. Conversations with students, alumni and faculty underscore this appraisal.

Additionally, as noted in the curriculum section of this report, having only one or two faculty members who can teach the courses in a concentration places an undue burden on those faculty members and results in students having limited exposure to varying points of view, pedagogies and skill sets.

Part-time Faculty

As is the case with many professional programs in mass communication or journalism (the Medill School at Northwestern University, the College of Communications at Penn State University and the Walter Cronkite School of Journalism and Mass Communication at Arizona State University are some examples), the Mass Communication program at Mesa State College relies on a rotating group of part-time industry professionals to teach many of its courses, including some in its core curriculum.

In addition to their media experience, all of the Program's part-time faculty members have at least a bachelor's degree, one has a master's degree and two have terminal degrees. Many also have years of post secondary teaching experience.

The use of this type of part-time faculty is not only appropriate for a professional program, but also has several advantages. It is cost effective, it gives students an opportunity to learn from those working in the industries they will soon enter, it strengthens the ties between the Program and members of the community, and it helps students develop professional connections.

All that said, the Program's reliance on one part-time faculty member to teach its courses in New Media is troubling. Given the state of the media and the ever-increasing importance of the Internet and emerging technologies, if the Program is to offer a specialization in New Media, it would be appropriate to have at least one full-time faculty member with expertise in the area assigned to it.

In terms of curricular revision, the Mass Communication program faculty are committed to reevaluating the Program's curriculum and if necessary overhauling it. Much of the conversation that took place during the Program's spring 2009 retreat centered on the issues related to curriculum.

Among the questions the faculty continues to wrestle with are: should the Program eliminate its concentrations and develop a single curriculum that cuts across traditional boundaries? "How can existing courses better accommodate the advent of new media and social networking technology?" "How can the program better position itself in relation to the rest of campus. . .in terms of working with other programs?"

The faculty's interest in curriculum revision and its strong desire to interact with units across campus more frequently and in a greater variety of ways were apparent in many of the reviewer's conversations with them.

With respect to their scholarship, the Mass Communication program faculty generally are underperforming. Most likely this is a result of two factors: their teaching loads, particularly with respect to the number of different courses taught each semester--sometimes four--and their academic backgrounds. Although all three of the full-time faculty as well as the lecturer have a master's degree, none holds a terminal degree in his field.

In terms of publication, since the most recent program review, one faculty member self-published a book on genealogy, a second wrote several columns for the Denver Post and a travel article for the Grand Junction Visitors & Convention Bureau and a third wrote parts of a suicide prevention guide and "Road Map" for MASS 110-Strategic Planning Activity for Mass Media: Impact and History. The latter publication resulted from a 2007 Mesa State College Strategic Planning Grant and has been used to create a uniform approach to teaching this General Education course.

However, in terms of service to the Program, the College, the community and the profession, all of the full-time faculty are quite active. They advise the student newspaper, magazine, radio and television station. They are chairs and members of a variety of College committees. They hold leadership positions in organizations like the Boy Scouts, the Mesa County Communications Officers' Association, the Grand Junction Rotary, and the Collegiate Press Editorial Advisory Board.

They also regularly attend and present at mass communication and journalism-related conferences such as those held by the Association for Education in Journalism and Mass Communication (AEJMC), the National Association of Broadcasters (NAB), Technology in Education and the Colorado Press Association.

The Mass Communication program's premier event is its annual Media Day. In 2009 the Program partnered with the University of Colorado's School of Journalism and the Cox Foundation and the event was expanded to two days. Over 100 high school and college students from Western Colorado attended workshops and took advantage of the opportunity to meet with media professionals.

Recommendations:

Most of the Mass Communication program faculty are eager for the training and professional development that would likely be necessary if the curriculum were revised.

They are dedicated to their students and to doing right by them. The faculty recognizes it is not as well-versed in emerging technology and applications as it should be to adequately prepare its students for the media professions they soon will enter. Happily for its students this is not a faculty that is intransigent or married to its current way of doing things.

To succeed, the Mass Communication program faculty will need some help, perhaps some from their colleagues in other departments such as computer science and graphic arts, perhaps some in the form of hands-on workshops or classes in the appropriate computer applications, particularly those related to the Web and video editing.

Some of the faculty already have taken advantage of workshops and seminars. One is especially interested in developing online courses that could be used to reach students in rural areas.

The faculty should be encouraged to write and present papers on teaching techniques and pedagogy at regional and national conferences. Some already do this, but all should look for opportunities to become more involved in key organizations like AEJMC, the BEA and the Public Relations Society of America (PRSA).

Given the number of the Program's students who are interested in public relations, the faculty might consider establishing a student chapter of the national organization or working with other Colorado colleges and universities to develop partnerships. Doing just that has already been proposed as part of the self-study.

The faculty might work with their department chair to identify specific areas in which they would like more training and investigate whether some of that could be accomplished by taking classes at Mesa State or by working with colleagues in other programs.

F: Resources/Institutional Support:

Because of the dynamic and fluid nature of the field, mass communication programs require ongoing investments and capital expenditures. In the Program at Mesa State, equipment use is intense and the wear and tear on it requires continual maintenance and support. Currently that support is provided by independent contractors hired by the Program.

As noted above, there are three full-time faculty and one eighty percent lecturer for a Program that has approximately 150 students in four concentrations. If all 150 students were in a single concentration and the full-time faculty all had expertise in that concentration, the staffing might be adequate. However, that is not the case at Mesa State.

Two of the four concentrations have two faculty members who specialize in the area, a third has one faculty member who teaches all of the courses in the concentration and a fourth concentration has no full-time faculty assigned to it. This deficiency is significant and needs to be corrected if students are to be adequately prepared to enter media professions.

With respect to its facilities, the Mass Communication program is housed on the third floor of the Fine Arts building. Faculty offices are located down the hall from the Program's 25-seat IMac computer lab and library. The Program has three video editing suites with various types of hardware and software, a master control room, a three-camera television studio, a digital audio lab and a 40-seat lecture-style classroom.

The facilities appear to be adequate given the size of the Program and its number of majors, but based on information from students and alumni some of those facilities especially the television studio and audio and video suites are underutilized.

Further, students and alumni spoke of three problems with those facilities—lack of access to them, equipment that doesn't function properly much of the time, and lack of adequate instruction on the hardware and software in the studio, control room and editing suites.

What does not appear to be adequate are the Program's library resources. Although a broad range of electronic resources is available, the Library has open subscriptions on only seven mass communication periodicals. Eighteen of the 25 periodicals previously held by the Library have been discontinued. The Library does not subscribe to any Public Relations or New Media publications and only one that is related to Broadcasting, the Program's largest concentration.

Further, of the 100 Reference print titles in the Mass Communication field only 31 are newer than 10 years old. In fact, an evaluation of the Program's resources by the Library noted, "Books on the specific subjects of journalism and broadcasting have a higher percentage of titles older than 10 years than the rest of the Mass Communication collection."

The circulating collection does appear to be adequate with 300 books on general mass communication topics and at least a third as many in each of three of the Program's four concentrations.

Recommendations:

To address the facility issues noted by students and alumni the Program should consider hiring a student assistant to monitor the studio, control room and editing suites and to provide students access to those facilities after hours and on weekends.

The Program currently has a student assistant assigned to its computer lab. If funds are not available to hire a second assistant, the lab student could also be assigned to oversee the video facilities. For security purposes, access could be limited to those students currently enrolled in the audio and video production classes.

The student assistant may need training on the hardware and software in the studio, control room and editing suites. However, according to the students and alumni with whom the reviewer spoke, because the course instructor does not provide sufficient hands-on training on either the hardware or the software, the students teach themselves, usually relying on the most proficient of their colleagues. The Program could take advantage of this type of student expertise in hiring an assistant.

G. Summary:

The Mass Communication program at Mesa State College possesses a number of strengths. The most important of those is the dedication of the Program's faculty to its students. Each faculty member is remarkably versatile, often teaching upwards of eight different courses in an academic year. Most of the faculty seem to be quite open to revising the curriculum and welcome opportunities for additional training and

professional development. They are amiable and appear to work well together. Even when expressing frustration, students and alumni alike have great affection for their professors, especially the primary public relations instructor and the newspaper adviser.

The Program's Media Day is an outstanding event and a wonderful way of exposing high school students, media professionals and members of the community to what the Program and Mesa State have to offer. The Program's faculty also are to be commended for their efforts to partner with other Colorado colleges and universities.

The reviewer was impressed by the students she met, particularly because so many of them were on track to graduate with several Mass Communication concentrations. One student reported majoring in print and broadcast while another is graduating with specializations in print, broadcast and public relations.

In this regard Mesa State students have an advantage over those graduating from other institutions where, because of ACEJMC accrediting standards, students are limited in terms of the number of credit hours they can take in their major.

Because MASS 201 or instructor permission is the only pre-requisite for most Mass Communication classes, students are free to explore multiple areas. One key disadvantage to this approach is that students may not be as well-grounded in liberal arts and sciences as students from other institutions may be.

Earlier in this report the reviewer specified the questions that guided the review. Key among them were "is the number of full-time faculty members adequate to deliver the Program's required courses in a timely manner. . . can the Program support four concentrations with fewer than four full-time faculty members. . . and given the changes occurring in the field does the curriculum adequately prepare graduates of the Program to enter 21st century media industries?"

The answer to all three questions in a word is no.

As stated above, in conducting the review of the Program, the issues with the curriculum continually caught the reviewer's attention. There are too many separate concentrations, not enough faculty to support those concentrations, too many courses in a concentration, insufficient faculty expertise to teach the courses offered, and a single faculty member being responsible for all of the courses in the largest concentration.

Additionally, all of the full-time faculty members as well as the eighty percent lecturer are Caucasian males, a problem in any case, but especially in this instance because a significant percentage of the Program's students are female.

To resolve these issues and strengthen the Mass Communication program, the faculty and administration at Mesa State College could take one of several approaches. It could leave the curriculum as it is and add one or more full-time faculty members. It could increase

the number of part-time faculty members, particularly in New Media. Alternatively, the Program could undertake a complete revision of the curriculum.

In the "Analysis of Need for the Program," the faculty noted its commitment to "persistently reviewing our curriculum to ensure their (students') success." And in June 2009, the Mass Communication faculty hosted a retreat with community journalists, broadcasters and public relations professionals.

The faculty examined the common themes that emerged from the retreat and translated them into core educational elements. Among the questions the retreat triggered was, "Given the need for versatility described during the retreat, should the program eliminate the idea of emphases or concentrations altogether and develop a single curriculum that cuts across traditional boundaries?"

Given the extent of the curricular issues, the attendant staffing problems and the faculty's willingness to undertake a wholesale revision of its curriculum, the reviewer recommends the faculty with the assistance and guidance of the department chair and College administration begin that process.

Once the curriculum is revised, it is likely the Program will need to hire additional faculty. If so a concerted effort should be made to recruit women and people of color to fill those positions. To do so will require casting a wide net and advertising the position on Web sites, in publications and to organizations that have diverse memberships. These include the National Association of Black Journalists (NABJ), the National Association of Hispanic Journalists (NAHJ), the Asian American Journalists Association (AAJA), the Native American Journalists Association (NAJA) and various AEJMC and BEA divisions.

In the meantime, the faculty should be encouraged to participate in workshops and seminars that will help them improve their understanding of emerging media and develop their technological skills so they can better prepare their students to enter the media professions of the 21st century.