



COLORADO MESA
UNIVERSITY

MASS COMMUNICATION

Program Review
2010-2015

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1. Introduction and Program Overview

a. Program Description by Level

The Bachelor of Arts degree in Mass Communication offers a concentration in Media Strategies and Applications. It provides students an opportunity to develop the knowledge, theoretical frameworks, and critical thinking skills that will assist them in securing employment and preparing them for continuous learning opportunities.

The major/concentration requires a minimum of 50 hours. All Mass Communication majors complete an internship, ranging from 5 to 12 hours.

The degree has a core of 26 required semester hours, plus a set of application and strategy courses from which students select a minimum of four courses in each category.

The program offers a minor with a required core of 16 credits (five courses and a practicum). Students choose an additional eight mass communication credits to complete the 24 credit minor.

b. Brief History of the Program

Although a few mass communication courses had been offered through the English Department for several decades, the first four-year degree in Mass Communication wasn't offered until 1982 at what was then known as Mesa College with two available tracks in Print Media and Broadcast Media that led to a BA degree in Liberal Arts.

In 1991, the Mass Communication program and the Graphic Arts program combined their modest (eight Mac "Pluses" and an "SE" server) Macintoshes into one lab in the south wing of Medesy Hall. The program hosted Mesa State's first Media Day that year, attracting more than 100 students from area high schools to participate in various workshops.

Media Day has since become an annual event that typically draws 150-200 high school students to campus each spring, enabling them to meet current Mass Communication students and faculty as well as competing for journalism awards judged by CMU faculty. In March 2015, Colorado Mesa University celebrated the 25th annual Media Day.

In 1992 a Public Relations concentration was added to the program along with a Mass Communication minor. Prof. Jerry Weaver was hired as the second full-time tenure track professor.

The program strengthened the degree requirements in 1998. The program grew in 1998 to have four 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.

An additional full-time tenure track position was added in 2001 to teach public relations and advertising courses (bringing the total FTTT to s3).

With the completion of the Fine Arts building in 2002, Mass Communication faculty could teach all upper division courses in one location. The Grand Junction Daily Sentinel newspaper provided a \$60,000 grant

to help the program move into its new home with state-of-the art computers, software, and broadcasting equipment.

Additional faculty (.8) have supported the program since 2002. A fourth tenure track line was added to the program in 2011. This addition supported academic program growth and strengthened advising support to media organizations such as *The Criterion* student newspaper.

Mass 110 (Mass Media: Impact and History) was approved by the Colorado Commission on Higher Education as a General Education/GT course in 2006 and continues to be a Humanities course option in the current Essential Learning framework.

Following the Mass Communication program review in 2009 (specific recommendations and responses are discussed in Section c), Administration, Mass Communication faculty, and the Department Head for Language, Literature, and Mass Communication convened an advisory group to examine the program and make recommendations about curriculum. Andrew Hudson (*Andrew Hudson's Job List, Frontier Airlines Marketing, RTD, City of Denver*) served as the facilitator for a day-long focus group –which included major media industry representatives from Western Colorado and Mesa State faculty. Since then, faculty get-togethers with professionals from the communications industry have become a crucial staple for the program, a chance for the industry to find out about our students, and a chance for the program to find out what new skills and experience the industry expects from Mass Communication graduates.

After reviewing peer programs, faculty decided to eliminate the four previous concentrations and redesigned the program with a single new concentration: Media Strategies and Applications. This change removed the “silo” approach to obtaining a Mass Communication degree. The new curriculum includes a core of 26 hours and requires students to take at least four courses categorized as “Strategies” and four categorized as “Applications,” totaling an additional 24 hours. The University’s Curriculum Committee approved a revised curriculum unanimously in spring 2010 for implementation beginning in fall 2011.

In partnership with Rocky Mountain PBS, Mass Communication became the originating studio facility for KRMJ (Western Colorado PBS) in 2011. (The facility was originally built on the Bishop Campus of Mesa State, originally opening in 1996.) The partnership created a .5 position (Instructor/TV Producer). Additionally, studio and classroom facilities were remodeled to accommodate the added demand.

In June 2011, Mesa State College became Colorado Mesa University. In light of overall enrollment growth and continued expansion of Language, Literature, and Mass Communication programs, a team assessed needs and planned for a new facility. In August 2013, Escalante Hall officially opened. The building houses all three LLMC programs and provides twice the studio, lab, and production facilities for Mass Communication. (See facilities description in Section 4d).

The program and its affiliated media organizations have been recognized regionally and nationally. Throughout the program’s history, faculty have maintained a dedicated effort to promote diversity and community outreach.

For example, the program worked with partners from the National Park Service to bring first-generation high school students to campus for a media production workshop. The program continues to conduct Media Day primarily for western Colorado high school students and awards a CMU Mass Communication scholarship to a high school senior each year.

In the fall of 2015, two new faculty joined the program in tenure track positions. (See faculty profiles)

The program relies on a strong cadre of adjunct faculty with professional media experience and a core of four full-time tenure track faculty, one .8 faculty member and one full-time instructor/TV producer.

Other sections of this review contain specific information regarding diversity, course enrollment/production, future direction, and program assessment.

c. Recommendations from 2009 Program Review
(Responses to recommendations are bold-faced below)

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.

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.

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.

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 are 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 Mess 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 general 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 have indicated a willingness to do this.

Response: As discussed in program history and curriculum sections of this current self-study, the Program elected to "blow up" the old curriculum and adopt a single concentration: Media Strategies and Applications.

Although the faculty are interested in exploring "options for broadening the program's scope 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.

Response: Given limited resources, the Program did not pursue any Master's degree initiative. Outreach to the Bishop and Montrose campuses has been ongoing.

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.

Response: The University has strengthened the overall approach to this issue. Language, Literature and Mass Communication have adopted a standardized policy for every course.

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.

Response: The Program has continued to proactively advise students to complete the ENG 111 and 112 courses in the freshmen year. Adding additional MASS courses (140, 142 and 144) has also helped "Sync" MASS 213 with completion of ENG 11 and 112.

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 Kinesiology.

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, current students echoed the opinions expressed by the alumni.

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 be 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 crossovers 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.

Response: The Program addressed this in a rejoinder to the report. All classes do perform a standardized evaluation and faculty receive structured feedback each semester. This process continues.

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.

Response: The Program has established an active Facebook page for Mass Communication alumni (and current students). Driven by alumni, this has proven to be a helpful networking opportunity.

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.

Response: Alumni are actively involved in activities such as Media Day and class visits. The addition of MASS 498 (Portfolio) to the curriculum has added another opportunity to involve alumni via in person and SKYPE visits.

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.

Response: The Program has not established a formal advisory board to date. We did consult with industry professionals, students and alumni in the design of our new facility and reconvened a task force in the summer of 2014 to review our progress.

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.

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 continue 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, the entire 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 and 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.

Faculty 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 recognize 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).

Response: The Program (with support of the LLMC Department) has encouraged faculty with regard to professional development and publication. Through AEJMC, Poynter Institute, Coleman Foundation and others, faculty continue to stay current – or ahead of - industry trends. They work closely with the Mesa County Communication Officers' Association on professional training and retreats each year.

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.

Response: Colorado Mesa has established an ongoing relationship with the Colorado Chapter of PRSA. Students conduct yearly professional visits and “shadow days” through this alliance. A formal PRSSA chapter is still a possibility.

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.

Response: This has been done on a formal (e.g. Coleman Foundation) and informal basis.

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, independent contractors hired by the Program provide that support.

As noted above, there are three full-time faculties 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 do 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.

Response: The Program has expanded its resources: through partnership with Rocky Mountain PBS – over \$450,000 in gear was added, complementing the University's investment in studios, labs and classrooms in the new Escalante Hall facility. Additionally, the new facility has a centralized "cage" for equipment training and checkout. The program has tried various student assistance models and continues to work on options for mediated training.

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 students she met, particularly because so many of them were on track to graduate with several Mass Communication concentrations impressed the reviewer. 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), and 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.

Response: As discussed in this review, the Program took major steps to eliminate the “silo” approach to curriculum. Additionally, recent faculty hires and a partnership with Rocky Mountain PBS have added expertise and diversity. All faculty are encouraged and supported in developing emerging media and technology skills.

d. Mission statement and goals

Institutional Mission Statement:

Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking and social responsibility, CMU advances the common good of Colorado and beyond.

Statutory Role and Mission:

The role and mission of the institution was reenacted in 2010 by the Colorado General Assembly (Colorado Revised Statutes 23-53-101_ and amended in 2011 when Mesa State College was renamed Colorado Mesa University:

There is hereby established a university at Grand Junction, to be known as Colorado Mesa University, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University shall offer liberal arts and sciences, professional, and technical degree programs and a limited number of graduate programs. Colorado Mesa University shall also maintain a community college role and mission, including career and technical education programs. Colorado Mesa University shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa University shall also serve as a regional education provider.

Mass Communication addresses the CMU Mission Statement through providing a dynamic learning environment (new facilities as of 2014) that serve as the basis for student work and also provide opportunities for community, statewide and national communication. Program faculty exhibit a high degree of commitment to excellence in teaching, scholarship and creativity – as witnessed in their vitae, evaluations and service.

Mass Communication Mission:

The mission of the Mass Communication program is to offer students an opportunity to develop the knowledge, background in theory and critical thinking skills that will assist them in securing employment and prepare them for continuous learning opportunities.

As expressed in our student learning outcomes below, the Program encourages diversity, critical thinking, social responsibility and ethics.

CMU baccalaureate goals:

Academically, all CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning.

Mass Communication Student Learning Outcomes:

1. Apply specific paradigms for critical thinking to mass communication. (Critical Thinking)
2. Evaluate and apply diversity, objectivity, and balance to any form of mass communication. (Critical Thinking)
3. Justify decisions for resolving moral or ethical mass communication dilemmas. (Specialized Knowledge)
4. Write a compelling content that demonstrates proper grammar, well-organized facts, and storytelling techniques for a variety of media. (Communication Fluency)
5. Determine validity of sources and research techniques. Additionally, they will be able to interpret data. (Quantitative Fluency)
6. Evaluate mass communication theories and assess their use. (Specialized Knowledge)
7. Demonstrate proper application of industry tools and techniques common to mass communication. (Applied Learning)
8. Determine the best methods and strategies for developing a message. (Communication Fluency)

e. Curriculum Support of other Majors, Minors and General Education

Mass Communication faculty work closely with other programs including Business, Music, Marketing, Sports Management, Education and Graphic Design. Specifically, two faculty members have been part of the Coleman Foundation's Entrepreneurship program over the past five years. Program internships and practicum overlap with Sports Information and Marketing.

Mass 110 Mass Media: Impact and History in an Essential Learning (formerly general education) humanities class.

Faculty and students from all departments are able to work with Mass Communication faculty and staff in producing video and audio materials.

Mass Communication faculty serve as advisors to campus media and communication groups including The Criterion (student newspaper), Horizon (student magazine), KMSA-FM (student radio station), CMU-TV (student television), Media Board, SPJ and Public Relations clubs.

All Mass Communication organizations and clubs recruit and work collaboratively with students across all CMU disciplines and locations.

f. Location and Comparative Advantage

Colorado Mesa University is the higher education regional provider in western Colorado.

The Department of Language, Literature, and Mass Communication is housed in Escalante Hall, a one-year-old facility with state of the art telecommunications facilities and laboratory capabilities discussed in section 4.

The Mass Communication program is also the origination facility for KRMJ-TV, Rocky Mountain PBS network's western division. Students are able to work on statewide-distributed programming including Western Bounty, Super School News and other specials.

Through a partnership with the Grand Junction Rockies (Pioneer League affiliate of the Colorado Rockies) students broadcast over 40 Minor League Baseball games via MILB and in partnership with local television broadcasters.

As part of the internship program, students have access to regional offices of agencies such as the U. S. Forest Service, Colorado National Monument (NPS), Colorado Division of Parks and Wildlife and the Bureau of Land Management.

All four national television networks and four group-owned and public /community radio networks provide internships and employment opportunities for mass communication students. The Daily Sentinel, Western Colorado's major daily newspaper also provides internships and work-related opportunities.

Additionally, regional headquarters for health care, insurance, and banking and a wide range of non-profit organizations provide opportunities for internships and employment for Mass Communication students. Recent partnerships with the Mesa County Sheriff's office, Grand Junction Police and Fire Department have expanded these options.

g. Unique characteristics of the program and other information

The Mass Communication program benefits from close relationships with western Colorado communication businesses and professionals (mentioned above in section f).

Through organizations such as the Mesa County Communication Officers' Association, Colorado Press Association, and Society for Professional Journalists, we are able to bring professionals into our program as speakers, advisors and faculty. They also provide high quality internships and employment opportunities for our students.

2. Curriculum

a. Description: The overall Mass Communication curriculum consists of 32 courses. These courses are closely tied to the program's Student Learning Outcomes. (See Appendix A – Curriculum Map). As discussed in Section 1c, the program eliminated concentration “silos” in 2011 to provide a more integrated and converged approach to the discipline. Students take a required core of 26 hours (10 courses). Additionally, students select a minimum of 4 courses from a “strategy” category and 4 from an “application” category.

A minor is also available: consisting of 24 required credit hours (6 classes) and 8 hours of electives from communication courses.

b. Program Currency: In addition to the elimination of four concentrations and a realignment of courses in “application” and “strategy” categories, new courses were created or altered in terms of level or credit hours:

100 level new courses include:

MASS 140 - Media Theory Introduction,

MASS 142 -Media Software Application

MASS 144 Multimedia Storytelling

One goal for modifying the program in 2011 was to make sure that all entering students had a firm base in theory, software utilization, and storytelling before they progressed to higher-level courses.

200 level changes include:

MASS 213 Intro to Media Writing and Reporting -New title and curriculum to reflect “Media” not just “News”

Mass 261 Audio Announcing and Production – combined two separate courses (Announcing & Production) into one four-credit offering MASS 271 Video Production 1 – Level dropped from 300 to 200 for accessibility and course planning

MASS 251 Mass Media: Advertising and Promotions – Level dropped from 300 to 200 for accessibility. Added component dealing with “promotions”

300 Level changes include:

Mass 310 Media Law and Ethics – level dropped from 400 to 300. Added component in title of “Ethics,” (although ethics was always stressed in the course, our advisory team wanted to increase its visibility).

MASS 315 A through D Specialized Writing became 4 courses offered at least once in a two-year cycle. This expanded student choice, from what used to be one option “Sports” to four, Science, Health, Crime and Sports

400 level changes include:

Mass 415 Advanced Writing and Reporting – course title and focus was broadened from the original “Public Affairs” focus

Mass 441 –Emerging Media was added to increase the depth of curriculum relative to social media and online publishing

Mass 494 Seminar, Theory and Research – combined two courses (Theory and Seminar) with an added credit hour (total credit is four). This change reflects the capstone nature of the course

Mass 498 Senior Portfolio was added to the curriculum to serve as a portfolio building and career planning opportunity for seniors (1 credit)

In addition to these changes, Mass Communication has offered specialized courses under a Mass 396 Topics category. These include: Location Photography, Branding, and Information Ecology. These courses provide opportunities to test new content and also utilize professionals in our community.

c. Program Delivery:

MASS 110 MASS MEDIA: Impact and History continues to be offered as a distance learning offering for Mass Communication majors and as an Essential Learning Humanities course.

The online course has been offered every semester (including summers) to accommodate entering Mass Communication majors and to meet demand for students living at a distance from the campus. Additionally, this course is offered as an evening option each semester for working students.

New facilities including multiple computer laboratories allow for more convenient scheduling of courses. (E.g. a 100 level laboratory class can now be offered at the same time as a 300 laboratory level class.)

3. Analysis of Student Demand and Success

Overview:

The Mass Communication Program implemented several significant changes over the past five years.

- The curriculum was totally revised to consolidate four concentrations into one. (See Section 2).
- The revision began a transition for majors and concentrations reflected in course credit hours and overall degree completion data.
- New facilities were planned and constructed during this time period (See section 4)
- Faculty transitions such as retirement, death and promotion affected the overall faculty profile compared to the last program review.

The new Mass Communication program continues to require a “B or better” in English 111 and 112 and a “C or better” in Math 110.

a. Number of Majors (by concentrations) and Minors (See Appendix B)

The number of 1st majors grew slightly over the 5-year period from 211 to 221. The peak for majors was 234 in 2011-12. The low point was 2013 with 209 first majors. Majors in the program through 2010 could elect to complete up to four concentrations. This produced an “all major” count that has gradually declined over the past five years – as concentrations are phased out and centered on one: Media Strategies and Applications.

The switch to the new Media Strategies and Application concentration has been a boon to the program in terms of program currency and flexibility. At the same time, the radical shift and “phasing out” of four concentrations caused confusion for recruitment. The term “phased out” appeared on department curriculum guides for all four “old” concentrations. Students and parents needed additional explanation to understand that CMU did not delete 80% of the program. This may help explain the relatively flat enrollment.

Additionally, a lack of multiple computer laboratory facilities prior to 2014 led to awkward scheduling, as 100/200 level courses competed for space with 300/400 level classes.

The number of minors in the program has remained fairly constant, ranging from 6 in 2010 to a high of 12 in 2013 and back to 7 in 2014.

b. Registrations and Student Credit Hours by Student Level (See Appendix C)

Overall registrations and credit hours show a 29.5% rise in 2014-15 compared to 2010-11 (3423 SCH compared to 4436 SCH). This increase can be attributed to new required courses added to the curriculum (MASS 140, 142, 144, 498). Additional changes in course level, elimination of courses (MASS 490) and added credit hours also create slight variations in the data over the five-year period.

c. Registrations and Student Credit Hours (Fall and Spring terms) Subtotaled by Course Level (See Appendix D)

The largest growth in overall registrations and student credit hours occurred in the 100 level courses. This change - 128% over 5 years – (1124 SCH compared to 2565 SCH) is a result of 1) the addition of courses (as described above) and the gradual increase in the number and type of sections offered for MASS 110. This General Education/Essential Learning course expanded offerings via distance learning, evening courses and sections offered during the summer and on other campuses over the five-year period.

d. Number of Graduates (by Concentration) (See Appendix E)

The overall number of graduates increased from 18 (1st majors in 2010-11) to 32 (in 2014-15). The peak for graduates was 44 in 2011-12.

e. Student Success/Recognitions

Mass Communication students compete in student media competitions nationwide. They have also been part of CMU's Student Showcase for the past 5 years.

As examples of excellence:

CMU's Criterion won Associated Collegiate Press awards in recent years in national competition of university weekly newspapers. They include "Best of Show" awards in 2013 (3rd place), and 2011 (4th place).

CMU's magazine Horizon Student Media: Horizon Magazine SPJ Region 9 Best Overall Student Magazine 2012, 2013, and multiple editorial awards in 2015.

Mass Communication student teams have competed and placed in CMU's Student Showcase every spring.

CMU students have also won scholarships through the Colorado Press Association and the Colorado Women's Press Association. As graduates, students have been awarded teaching assistantships at Syracuse University, Colorado State University and the University of Colorado.

f. Other information/data

The program estimates that 80% of graduates are currently working in mass communication, a related field or pursuing graduate degrees. During the spring campus review, the program will provide an updated listing of students and their current employment. Below, please see examples of CMU Mass Communication graduates and their ability to succeed.

Domonique Lewis (2013) is currently working for the NFL Seattle Seahawks as Social Media Coordinator

Katherine Schultz (2012) is a Senior Editor for Macmillan Publishing, New York

Cassie Heykoop (2014) is Morning Producer of KUSA-TV, Denver

Matt Kroschel (2010) is an Emmy-winning correspondent, currently with CBS4 Denver

Several Mass Communication graduates have elected to start their careers in western Colorado.

Katie Bock (2013) and Elizabeth Dearstyne (2012) are in the communications division of HopeWest, an award-winning regional hospice and palliative care organization

Max Ryan (2009), Brandon Droz (2014), Nicole Skaff (2013) and Emillie Sticklely (2014) are employed by local radio and television stations.

Stephanie Summar (2013), Cheyenne Paningsoro (2015), Michael Bullet (2015), Stan Schrock (2015), and Mackenzie Lewis (2013) are all employed by CMU – as writers, directors, recruiters or coaches.

4. Program Resources

a. Faculty

1. The ratio of full-time equivalent students (FTES) to full-time equivalent faculty (FTEF) is described for five years in Appendix F. In 2010-11 the ratio was 16.8. It has varied slightly over the five year period. In 2014-15 the ratio is now 17.2.

Course credit hours and student credit hours by faculty type are described in Appendix G. Course credit hours in 2010-11 was 3423. It has increased each year and for 2014-15 was 4436. Credit hours by faculty type have shifted. In 2010-11 55% of course credit hours were T/TT faculty. In 2014-15 28% are T/TT Faculty. Part time faculty represented 36% of the student credit hours in 2010-11. In 2014-15 they represent 52% of student credit hours. This change is a result of several factors including specialty course offerings, additional MASS 110 sections and failed searches to replace a retiring faculty member.

2. As of the fall semester of 2015, the Mass Communication program has one full-time, tenured faculty member:

- Flenniken, Dan, tenured professor hired in 2005. He obtained his BA in Psychology from the University of Colorado, Boulder in 1969, and his MA in Communications and Theater from the University of Colorado, Boulder in 1975. Professor Flenniken also received his teacher license in 2004 and Teaching and Learning Certificate in 2011. He teaches Mass Media: Impact and History, Broadcast Writing, Advertising and Promotion, Public Relations Concepts, TV Production, and the Practicum for Mass Communication.

Tenure-Track Faculty:

- Sandstrom, Eric, tenure-track professor hired in 2007. He obtained his BA in English from Miami University in Oxford, Ohio in 1973, and his MA in English from Miami University in Oxford, Ohio in 1980. He primarily teaches Writing and Reporting for Media, Editorials and Commentaries, Magazine and Feature Writing, and Specialized Writing.
- Fromm, Megan, tenure-track professor hired in 2015. She obtained her BA in Mass Communication from Mesa State College in 2005, and her PhD in Journalism and Public Communication from the University of Maryland in 2015. She teaches Mass Media: Impact and History, Software Applications, and Writing Opinion for Impact.
- Perez, James, tenure-track professor hired in 2015. He obtained his BA in English from California State University, Long Beach in 2003, his MA in Linguistics from California State University, Long Beach in 2005, and his PhD in Communication from the University of California, San Diego in 2014.

Full-Time Instructors:

- Cochran, Adam, Instructor of Mass Communication, received his BA in Mass Communication from Mesa State College and his MA in Journalism from the University of Memphis.

- Mikolai, Greg, Instructor of Mass Communication, received his BA in Communications from the College of St. Thomas and his MA is in progress from the University of Minnesota at St. Paul.
- Davis, Laurena, Instructor of Mass Communication, received her BA in Humanities from Mesa State College and her MA in English from Northern Arizona University.

Lecturers:

- Carol Multz, Instructor of Mass Communication, obtained his BS in Business Administration from the University of Montana, Missoula and his JD in Law from the University of Montana, Missoula.
- Eric Mello, Instructor of Mass Communication, obtained his BS in Animal Science from California Polytechnic State University and his BA in Management and Marketing from Colorado Mesa University.
- Karen Martsof, Instructor of Mass Communication, obtained her BA in Mass Communication from Colorado Mesa University, and her MA in Communication from Kent State University.
- Christopher Parsons, Instructor of Mass Communication, obtained his BA in Communication from The American University, and his JD at UC, Hastings College of the Law.

Faculty successes/quality/recognitions (examples):

Eric Sandstrom was recognized as the Colorado Educator of the Year by Colorado’s Society of Professional Journalists in 2014.

Adam Cochran was a member of the winning regional team for “GoCode Colorado 2015” and was recognized for “superior experiential classroom case teaching” at the University of Florida’s Experiential Classroom XVI. He is also a Coleman Foundation Fellow.

Assistant professor Megan Fromm released her first co-authored textbook in November 2014. The book, “Student Journalism and Media Literacy,” is aimed at high school and beginning university students. Fromm also completed work in June 2015 on a \$50,000 grant—co-administered with the American Society for News Editors—to develop news literacy curriculum across the core subject areas of English, social studies, science and math. Fromm continues to serve as faculty for the Salzburg Academy on Media and Global Change, an international study abroad program based in Austria. She also is in her second year of an elected, three-year term on the board of directors for the Journalism Education Association.

Instructor Greg Mikolai won multiple Heartland Emmy awards for his documentary “The Colorado National Monument: Celebrating 100 Years of John Otto’s Dream.”

4. Full faculty vita is included in Appendix J.

b. Financial Information

1. Total budget revenues and program expenditures over the five year period are shown in Appendix K.

The largest increase in budget (org #1250) is in “exempt comp expenses,” reflecting the increase in faculty and personnel compensation. One tenure-track position was added during this cycle. Additionally, Mass Communication maintains an enterprise account (org #3880) that supports production projects.

2. Ratio of total expenditures/credit hours is shown below:

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Expenditures	\$297,402	\$415,412	\$496,151	\$458,935	\$455,730
Credit Hours	3423	4111	4236	4462	4436

3. External funding

Revenue from external funding sources includes production projects and partnerships with various departments. Rocky Mountain PBS plans to fund a shared faculty position beginning in 2016.

Looking forward, CMU Mass Communication has tremendous opportunities for generating funded projects - given the facility, location in western Colorado and faculty with professional expertise.

- c. Library Assessment

The formal library assessment is contained in Appendix L.

The library staff has been instrumental in engaging Mass Communication faculty and students. This has led to “imbedding” librarians in various courses, expanding the collection and specific course-directed content guides and potentially housing a few Mass Communication computers for 24 hour access in the new library facility (opening in spring 2016).

- d. Physical Facilities

A full description of Mass Communication facilities is contained in Appendix M.

Key improvements since the last review include: new studio facilities for television and audio, new computer laboratories (with computers), expanded space for a student library and acquisition of additional field cameras and equipment.

The program had an opportunity to partner with Rocky Mountain PBS as the new Escalante facility was being designed. CMU students have the best of both studio and field equipment.

- e. Instructional Technology and Equipment

This information is covered under section d above and Appendix M.

In addition to Escalante facilities, CMU IT professional staff support a rich array of classroom and distance learning options.

f. Efficiencies in the way the Program is Operated

Escalante Hall is a shared facility. Language, Literature and Mass Communication are the primary tenants, but several departments use classrooms. This use maximizes instructional space.

5. Student Learning Outcomes and Assessments

Overview:

With the adoption of the new Mass Communication major with a concentration in Media Strategies and Applications in 2011, the Program redesigned and implemented new Student Learning Outcomes and a comprehensive Curriculum Map.

a. Mass Communication Program Student Learning Outcomes:

ALL CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning.

In addition to these campus-wide student learning outcomes, Mass Communication graduates will be able to:

1. Apply specific paradigms for critical thinking to mass communication. (Critical Thinking)
2. Evaluate and apply diversity, objectivity, and balance to any form of mass communication. (Critical Thinking)
3. Justify the decision for resolving moral or ethical mass communication dilemmas. (Specialized Knowledge)
4. Write a compelling content that demonstrates proper grammar, well-organized facts, and story-telling techniques for a variety of media. (Communication Fluency)
5. Determine validity of sources and research techniques. Additionally, they will be able to interpret data. (Quantitative Fluency)
6. Evaluate mass communication theories and assess their use. (Specialized Knowledge)
7. Demonstrate proper application of industry tools and techniques common to mass communication. (Applied Learning)
8. Determine the best methods and strategies for developing a message. (Communication Fluency)

A Curriculum Map – linking these outcomes to specific courses is included as Appendix A.

CMU identifies overall Student Learning Outcomes (SLO's) as:

- a) Knowledge Acquisition, Construction, Integration and Application:
Students will evaluate and use information gained from both traditional and nontraditional learning environments to apply a personalized experience to their college career and beyond in a global

environment.

- b) Cognitive Complexity:
Students will utilize critical and reflective thinking skills to identify risks, evaluate procedures, and make decisions about their academic, financial, social, and personal futures.
- c) Interpersonal Development:
Students will be able to exhibit continuous identity development while demonstrating a commitment to ethics, integrity, and personal awareness.
- d) Interpersonal Competence:
Students will seek and value the involvement of others through interdependence, collaboration, and leadership.
- e) Humanitarianism and Civic Engagement:
Students recognize the importance of cultural and human differences and deliberately participate in activities that allow them to practice civic responsibility, community citizenship, and service to others.
- f) Practical Competence:
Students will effectively communicate, solve problems, complete tasks, and choose a healthy lifestyle to successfully navigate a purposeful life.

The Mass Communication student learning outcomes mirror CMU's. As examples:

- a) Mass Communication courses apply knowledge acquisition, construction, integration and application functions. Particularly in relation to SLO's #4 & # 8 – the curriculum centers on message development through application.
- b) Cognitive Complexity is demonstrated through SLO's # 1, 2, 5 and 7. As technology has produced an array of opportunities for mass media, it has also challenged our students to gain a deeper understanding of the complex issues that arise in design and delivery of media messages. Courses such as MASS 144 Multimedia Storytelling and Mass 213 Introduction to Media Writing build skills in technology and writing applied to industry standards. Upper division and capstone classes allow students to further master specific skills and build representative portfolios.
- c) Interpersonal Development is stressed through SLO #3. This manifests itself through courses including MASS 310 media Law and Ethics. It also is reflected in the work students accomplish through various media organizations (Mass 397). As part of their required Internship (MASS 499) students demonstrate mastery of many traits associated with this goal.
- d) More than many disciplines, Mass Communication majors seek and value the involvement of others. From entry-level courses such as MASS 140 Media Theory Introduction through MASS 494 Seminar, Theory and Research, students are involved in team approaches. Additionally, all student media reflect the fact that this profession is built on collaboration and leadership skills. Finally, MASS 499 Internship gives students an opportunity to be rated by their industry mentor supervisor in a detailed manner. While not specifically expressed as an SLO, interpersonal competence should be a “given” for Mass Communication majors and graduates.
- e) Through coursework including MASS 310 Media Law and Ethics and through various club and media organizations, Mass Communication majors are constantly involved in practice of civic responsibility and community citizenship. SLO #3 specifically targets this goal. Additionally, student organizations such as the local chapter of the Society for Professional Journalists and Public Relations club reinforce civic engagement.
- f) Effective communication and practical competence is embedded in the entire Program student learning outcomes. MASS 499 Internship allows students to demonstrate mastery of our program goals tied to this institutional goal.

b. Direct and Indirect Measurements

Direct Measurements:

As indicated in the Mass Communication Program outcome and Assessment Plan/ Report (Appendix H) we have focused on SLO # 1 Critical Thinking and SLO # 6 Theory for program assessment. (SLO # 6 was formerly #7). (The change resulted from a faculty decision to eliminate an SLO specific to identifying examples of “media evolution.” This goal is imbedded in specific courses.)

SLO # 1 Critical Thinking:

Assessment data demonstrates that students gain an increasing level of competence in research, source analysis and formulation of arguments that integrate media theory. From a “developing” outcome in MASS 140 to an “advanced” outcome in MASS 494, students show growth and competence in critical thinking.

Updates:

Through review of this data, the program has added a mid-level assessment in MASS 310 Media Law & Ethics that will begin in spring 2016.

SLO # 6 Theory:

Assessment data demonstrated that, while overall student assessments were in an acceptable range (82%) for this developing outcome, many students struggled with final project. Evaluated by a team of judges, many of the papers scored below the acceptable score (70%).

In MASS 494, as an advanced level of assessment, 73% of the student teams successfully completed a theory identification activity. This was below the 80% goal.

Among the overall findings:

While Mass Communication relies on collaborative and teamwork skills (institutional outcome D), the assessments for our program should center on individual student achievement and mastery. As we revisit these assessments, individual work should be measured more consistently.

The CMU Self-Assessment and Peer Review process is attached in Appendix I.

The committee feedback included:

Assessment Results -The data reported was very clear and understandable.
(Level 3- Reflects Best Practices)

Analysis of Data -The program should be more specific in analysis participation. (Level 2- Developing)

Actions to improve student learning and assessment- Further discussion recommended about the usefulness of a team assignment for this particular assessment report if you want to focus on individual student growth. (Level 2 Developing)

Indirect and course specific assessments also help us prepare our students and gauge their progress. Examples (related to specific Student Learning Outcomes) are contained in Appendix N.

Other measurements:

INTERNSHIPS (MASS 499) are a required component for the Mass Communication major. Mentor/supervisors provide a midterm and final evaluation of each intern. A random sample of distinct internship evaluations yielded specific ratings of our students on a 4-point scale – ranging from Excellent (4) to Needs Improvement (1). Students were rated on 28 specific criteria ranging from “professionalism” to “spelling” and “listening.” (See Appendix O)

Average overall student rating was 3.6.

For “professionalism,” the overall average was 3.8
The lowest ranking was for “designing” with a 3.0 average score.

Specific skill evaluation data and mentor comments from the sample are contained in Appendix O

Alumni Survey

An alumni survey conducted in the spring and summer of 2015 is contained as Appendix P.

The survey indicates an overall high level of satisfaction:
94% were either very or generally satisfied with their undergraduate education.

Over 76% rated the overall quality of the program as very high or high. No respondent rated the program as low or very low.

Over 76 % rated the value of their internship experience as very beneficial (47 % or moderately beneficial 29%).

While only 31 responses were received, the results provide insight into areas for growth and emphasis for the program: social media, data literacy, ethics, and writing.

c. Program Improvements

As detailed elsewhere in the Program Review, major program improvements have included new courses, continued refinement of SLOs and recruiting / hiring of faculty.

d. Student Learning Outcomes - refined

As mentioned elsewhere in this report, faculty elected to eliminate one student learning outcome (identifying specific examples of media evolution) as it applied to specific courses but not to overall program goals.

6. Future Program Plans

In fall 2015, the Mass Communication Program Review provided an ideal opportunity to reflect on the program's growth and plans for the future.

a. Vision for the Program

Mass Communication Vision Statement:

The Mass Communication Department at Colorado Mesa University aims to be one of the top-tier programs in Colorado.

We rely on our critical thinking skills, knowledge and resourcefulness to prepare our students for the evolving landscape of Mass Communication.

We strive to contribute outstanding and innovative work to the discipline regardless of our role: teacher, mentor, student, leader or partner. (Adopted by faculty: November 2015)

b. Strengths and weaknesses facing the program.

Strengths:

- Our graduates represent us well.
- Student media organizations allow our students to grow professionally.
- The program and faculty are “student-driven.”
- Facilities (computers, laboratories, study space, and studios) are “world-class.”

Challenges:

- Being located in a rural part of Colorado is a challenge in terms of recruiting students.
- Branding our program, in terms of what we really teach, is an issue and may affect our ability to recruit. (“Mass Communication” may be a misnomer given the rapid change in technology.)
- The program needs to devote time to examine, analyze and apply interdisciplinary and intra disciplinary approaches to the curriculum and carefully plan for an increased emphasis on ethics.
- As one part of a larger department, the program may have distinct goals and needs that are overlooked or misunderstood.

Opportunities:

- The program should build on Essential Learning and Maverick Milestone course options and
- Continue aligning with Business and Entrepreneurship programs to stimulate enrollment.
- In the same vein, the program should reach out to the Innovation Center as a partner

and establish a production business (similar to Enterprise account – but with heavier emphasis on student-operated projects to allow real world experience).

- The new Producer/Correspondent in Residence position opens the possibility for a visible partnership that can have positive outcomes for recruitment and funding.

Threats:

- Going forward, the program should carefully analyze and define its competition.
- Additionally, the program needs to find new and better methods for recruitment of students and faculty
- Faculty attrition could be a threat. With a small number of faculty to deliver all elements of the program, teaching, advising, outreach and reputation can suffer when there is even minor turnover.

c. Trends in the discipline that could affect future planning for the program

The rapid change in technology and expansion of media platforms are two major trends impacting our program. This affects our faculty who need continuous professional development and our budget with equipment and licensing costs.

Tied to this trend is a question concerning faculty. How can we attract and retain faculty with specialized expertise? Other institutions are implementing a “clinical professor” or “professors of practice” model to attract faculty with high expertise but lacking a terminal degree. This change allows faculty to be full-time but not tenure track. It would create advising opportunities for our students and add a path to attract highly skilled practitioners to our program.

A third trend is media convergence. Just as commercial and public media are finding new models for multi-platform delivery, we should be investigating ways to converge our student media and courses into a more cohesive and interactive design.

Appendix A

Course Curriculum Map

A. Course Curriculum Map

1. Apply specific paradigms for critical thinking to mass communication. (Critical Thinking)
2. Evaluate and apply diversity, objectivity, and balance to any form of mass communication. (Critical Thinking)
3. Justify decisions for resolving moral or ethical mass communication dilemmas. (Specialized Knowledge)
4. Write a compelling content that demonstrates proper grammar, well-organized facts, and story-telling techniques for a variety of media. (Communication Fluency)
5. Determine validity of sources and research techniques. Additionally, they will be able to interpret data. (Quantitative Fluency)
6. Evaluate mass communication theories and assess their use. (Specialized Knowledge)
7. Demonstrate proper application of industry tools and techniques common to mass communication. (Applied Learning)
8. Determine the best methods and strategies for developing a message. (Communication Fluency)

Appendix B

B. Mass Communication Majors and Minors

GOALS

	1	2	3	4	5	6	7	8
MASS 110 Mass Media: Impact & History	x	x	x				x	x
MASS 140 Media Theory Introductory	x	x	x		x	x		
MASS 142 Media Software Application	x	x	x				x	
MASS 144 Multimedia Storytelling				x	x	x	x	
MASS 213 Intro. to Media Writing & Reporting	x	x	x	x				x
MASS 251 Mass Media: Adv. & Promotions	x	x			x		x	
MASS 261 Audio Announcing & Production	x	x		x			x	x
MASS 271 Video Production I	x	x		x			x	x
MASS 310 Media Law and Ethics	x	x	x	x			x	
MASS 313 Broadcast Journalism Reporting	x	x	x	x			x	
MASS 315A Spec. Writing for Media: Science	x	x	x	x	x	x		x
MASS 315B Spec. Writing for Media: Sports	x	x	x	x	x	x		x
MASS 315C Spec. Writing for Media: Health	x	x	x	x	x	x		x
MASS 315D Spec. Writing for Media: Crime	x	x	x	x	x	x		x
MASS 317 Writing Opinion for Impact	x	x	x	x				
MASS 319 Commercial Copy			x	x	x			x
MASS 342 Photojournalism I	x	x	x				x	x
MASS 343 Social Media				x			x	x
MASS 350 Public Relations Concepts	x	x	x			x		x
MASS 352 Design & Editing for Print	x	x		x			x	x
MASS 372 Video Production II	x	x		x			x	x
MASS 397 Practicum	x	x					x	x
MASS 415 Adv. Media Writing & Reporting	x	x	x	x	x	x		x
MASS 417 Writing for PR & Advertising	x	x		x	x		x	x
MASS 441 Emerging Media			x			x	x	
MASS 442 Photojournalism II	x	x	x				x	x
MASS 450 Public Relations Campaigns	x	x		x	x		x	
MASS 452 Desktop Publishing	x	x	x				x	x
MASS 471 Video Production III	x	x		x			x	x
MASS 494 Seminar, Theory and Research	x	x	x	x	x	x		
MASS 498 Senior Project Portfolio	x	x			x			x
MASS 499 Internship	x	x	x					x

Program Degree	Code	Major	2010-11		2011-12		2012-13		2013-14		2014-15		
			1st Major	All	1st Major	All	1st Major	All	1st Major	All	1st Major	All	
Mass Comm	PB	2924	Prov Bacc	8	8	18	18	12	12	17	17	16	16
BA		3242	Broadcasting	66	83	41	55	22	30	7	13	1	7
		3243	News/Editorial	3	4	3	5	2	3		1		1
		3244	Public Relations	81	106	54	67	16	22	6		9	
		3245	Print Media	6	7	3	5	3	4	1	1		1
		3254	Journalism	28	35	20	24	14	16	6	7	1	2
		3255	New Media	19	35	12	28	2	8		1		1
		3256	Media Strategies			83	88	149	154	172	175	185	193
Subtotal				211	278	234	290	220	249	209	224	203	221

Minor	Code	2010-11	2011-12	2012-13	2013-14	2014-15
Mass Communication	M250	6	11	12	12	7

Appendix C

C. Colorado Mesa University Registrations and Student Credit Hours by Student Level
Department LLMC

Subject	Student Level	2010-11		2011-12		2012-13		2013-14		2014-15	
		Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH
MASS	FR	127	381	169	508	166	500	235	705	201	603
	SO	278	824	348	1024	389	1165	449	1339	443	1324
	JR	266	761	292	835	370	1081	317	934	294	866
	SR	479	1433	571	1738	503	1490	509	1481	560	1634
	PBL	2	6					1	3		
	Grad	1	3								
	Non-Degree Seek	5	15	2	6					3	9
MASS		1158	3423	1382	4111	1428	4236	1511	4462	1501	4436

Appendix D

D. Colorado Mesa University Registrations and Student Credit Hours by Course Level

Subject	Course Level	2010-11		2011-12		2012-13		2013-14		2014-15	
		Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH
MASS	100	375	1125	635	1905	750	2250	868	2604	855	2565
	200	108	324	137	426	132	416	115	354	136	420
	300	319	865	343	926	322	890	311	859	304	822
	400	356	1109	267	854	224	680	217	645	206	629
MASS Total		1158	3423	1382	4111	1428	4236	1511	4462	1501	4436

Appendix E

E. Colorado Mesa University Degrees Awarded by Department

Program	Code	Major	2010-11		2011-12		2012-13		2013-14		2014-15	
			1st Major	All	1st Major	All	1st Major	All	1st Major	All	1st Major	All
Mass Comm	PB 2924	Prov Bacc	8	8	18	18	12	12	17	17	16	16
	BA 3242	Broadcasting	66	83	41	55	22	30	7	13	1	7
	3243	News/Editorial	3	4	3	5	2	3		1		1
	3244	Public Relations	81	106	54	67	16	2	6	9	9	9
	3245	Print Media	6	7	3	5	3	4	1	1		1
	3254	Journalism	28	35	20	24	14	16	6	7	1	2
	3255	New Media	19	35	12	28	2	8		1		1
	3256	Media Strategies			83	88	149	154	172	175	185	193
Subtotal			211	278	234	290	220	249	209	224	203	221

Minor	Code	2010-11	2011-12	2012-13	2013-14	2014-15
Mass Communication	M250	6	11	12	12	7

Appendix F

F. Ratio of full-time equivalent students to full-time equivalent faculty
Program: Mass Communication

2008-09			2009-10			2010-11			2011-12			2012-13		
FTES:FT		FTE	FTE	FTES:FT		FTE		FTES:FT		FTE		FTES:FT		
FTEF	EF	S	F	EF	FTEF	F	EF	FTEF	F	EF	FTEF	F	EF	
94.2	7.9	11.9	.0	5.9	16.6	1	8.3	13.8	0	8.9	15.4	141.2	8.2	17.3

Appendix G

G. Course Credit hours by faculty type

Dept: **LLMC**

Subject	Faculty Type	2010-11			2011-12			2012-13			2013-14			2014-15		
		CC	SC	%	CC	SC	%	CC	SC	%	CC	SC	%	CC	SC	%
		H	H	SCH	H	H	SCH	H	H	SCH	H	H	SCH	H	H	SCH
MASS	1 -T/TT	13	189			163			135			11	122			124
		9	0	55%	81	5	40%	88	3	32%	1	4	27%	97	3	28%
	3 -FT NonTT	21	300	9%	36	762	19%	63	4	38%	54	8	29%	46	871	20%
			123			171			126			196			232	
	6 -PT	39	3	36%	97	4	42%	45	9	30%	61	0	44%	75	2	52%
MASS		19	342	100	21	411	100	19	423	100	22	446	100	21	443	100
Total		9	3	%	4	1	%	6	6	%	6	2	%	8	6	%

Appendix H

H. Mass Communication Assessment Plan Update

Program Outcomes	Courses/Educational Strategies	Assessment Method(s)	Time of Collection/ Person Responsible	Desired Level of Accomplishment	Results of Assessment	Actions Taken
<p>Outcome #1 CRITICAL THINKING: Apply specific paradigms for critical thinking to mass communication.</p> <p>Use a theoretical framework to summarize, describe, interpret, associate and integrate paradigms of mass communication into an analysis. (Specifically – students will be able to use an appropriate media theory to interpret an event –e.g. “selective exposure.”)</p>	<p>MASS 140 Introduction to Media Theory Outcome D (developing)</p>	<p>What: Individual debates regarding the impact of media on social issues.</p> <p>How: Rubric will assess student research, source analysis and formulation of arguments that integrate media theory and support opposing perspectives.</p>	<p>Who: All who teach Mass 140</p> <p>When: Mid-semester</p>	<p>All students will demonstrate fluency in media approaches, analysis theory and interpretations.</p>	<p>Results: Using a rubric and 3 independent judges, average score for 15 randomly chosen papers was 82.64.</p> <p>Key Findings: 5 of the 15 scored papers were below 70% on at least one judge’s score sheet.</p> <p>Conclusions: While the “average” score is acceptable – project timeline should be moved up to allow feedback to students who aren’t “getting it” (1/3 of sample). Nature of assignment allowed for teams – hard to track individual performance. Add 2nd evaluation of presented work in class – w/ rubric</p>	<p>Action: Share with Program and Department and develop recommendations.</p> <p>Re-evaluation Date: Spring 2015</p> <p>Consider adding assessment in MASS 310 Media Law and Ethics. (midpoint in Curriculum)</p>

Program Outcomes	Courses/Educational Strategies	Assessment Method(s)	Time of Collection/ Person Responsible	Desired Level of Accomplishment	Results of Assessment	Actions Taken
Outcome #1 Critical Thinking (continued)	MASS 494 SEMINAR THEORY & RESEARCH (Advanced)	<p>What: AN ABSTRACT FOR THE SEMESTER RESEARCH PROJECT</p> <p>How: THE ABSTRACT ASSIGNMENT IS 150-250 WORDS WITH THIS CRITERIA: MOTIVATION, THEORY, PROBLEM STATEMENT, APPROACH, PRESENTATION.</p>	<p>Who: ALL PROFS TEACHING MASS 494</p> <p>When: A ROUGH DRAFT MUST BE SUBMITTED WITHIN 3 WEEKS OF SEMESTER START; A FINAL DRAFT, CRITIQUED BY THE PROF, MUST BE SUBMITTED WITHIN 5 WEEKS (2 WEEKS LATER</p>	<p>ALL STUDENTS MUST SUCCESSFULLY COMPLETE THE ABSTRACT ACCORDING TO COURSE RUBRIC</p>	<p>Results: NONE OF THE ABSTRACT DRAFTS OF THE ABSTRACT MET RUBRIC CRITERIA; AFTER CLASSROOM DISCUSSION, STUDENTS SUBMITTED FINAL DRAFTS; ALL</p> <p>Key Findings: STUDENTS NEED MORE TIME AND CLASSROOM DISCUSSION TO CREATE A SUCCESSFUL ABSTRACT</p> <p>Conclusions: PROF WILL PLACE MORE EMPHASIS ON INITIAL LECTURE REGARDING ABSTRACT COMPONENTS</p>	<p>Action: Review with Program and Department Chair. 8/2014</p> <p>Re-evaluation Date: Spring 2015</p>
	MASS 494 SEMINAR THEORY & RESEARCH	<p>What: Capstone project for course – to test a theory through original or primary research,</p> <p>How: for 2nd half of semester students o complete the project including an oral presentation (to select judges and / or CMU Student Showcase,</p>	<p>Who: PROFS TEACHING MASS 494</p> <p>Using a rubric, judges and faculty score oral presentations and teaching faculty score and return a written evaluation to students</p>	<p>ALL STUDENTS WILL COMPLETE THE CAPSTONE PROJECT WITH AN ACCEPTABLE FINAL SCORE FROM JUDGES AND FACULTY (80% OR BETTER).</p>	<p>With the exception of 1 one student (Missing in action for final project), all students scored above the 80% mark. Visiting judges' comments were positive for the most part and provided good feedback. Six teams were accepted and presented at the Showcase – one received an award.</p>	<p>Action: Review with Program and Department Chair. 8/2014</p> <p>Re-evaluation Date: Spring 2015</p>

Program Outcomes	Courses/Educational Strategies	Assessment Method(s)	Time of Collection/ Person	Desired Level of Accomplishment	Results of Assessment	Actions Taken
<p>Outcome #7 THEORY: Evaluate mass communication theories and assess their use and application. Specialized Knowledge</p>	<p>MASS 140 Introduction to Media Theory Outcome D (developing)</p>	<p>What: Final project, including a written position paper involving one or more media forms.</p> <p>How: Rubric will assess student analysis and possible application of various media theories; creation of original perspectives and content.</p>	<p>Who: All who teach Mass 140</p> <p>When: End of semester</p>	<p>All students will demonstrate fundamental concepts and Principles of media theory.</p>	<p>Results: Average student score was 82.31.</p> <p>Key Findings: Using a rubric and 3 independent judges, 5 of the 15 papers (same sample) scored below 70% on at least one judge's score sheet.</p> <p>Conclusions: While the "average" score is acceptable – project timeline should be moved up to allow feedback to students who aren't "getting it."</p> <p>Nature of assignment allowed for teams – hard to track individual performance.</p> <p>Add 2nd evaluation of presented work in class – w/ rubric</p>	<p>Action: Share with Program and Department and develop recommendations.</p> <p>Re-evaluation Date: Spring 2015</p>

Appendix I

I. Assessment Plan Review Rubric

COLORADO MESA UNIVERSITY
SELF-ASSESSMENT AND PEER REVIEW FEEDBACK FORM FOR
ANNUAL ASSESSMENT REPORTS AND PLANS

Department: LLMC Major/Program: Mass Communication Academic Year: 2014

Undergraduate X Graduate _____

g. Assessment Results (How well have students achieved the given outcomes?)

Level 0

No reported activity.

Level 1

Data were collected to assess at least one learning outcome.

Level 2

Developing

Data reflect how well students accomplished the learning outcomes.

Data used is somewhat systematic with a general focus.

Description of assessment results was somewhat detailed.

Level 3

Reflects Best Practices

Data collected reflect improved student performance as a result of previous

Actions to improve student learning.

X Data used are systematic and focused.

X Description of assessment results was detailed and precise.

Comments:

Data reported was very clear and understandable

h. Analysis of Data (What do these results mean for student learning and the program effectiveness?)

Level 0

No reported activity.

Level 1 Beginning

All program and/or department faculty received assessment results.

Faculty input regarding the results was sought.

Level 2 Developing

Department faculty met face-to-face to discuss assessment results in depth.

Specific conclusions about student learning were drawn based on assessment results.

X A few sentences were provided highlighting (1) the program's most interesting or important assessment finding and (2) specific actions the program will take to improve student learning.

Level 3 Reflects Best Practice

Faculty synthesized results from previous assessment activities to draw specific conclusions about student achievement of the program's learning outcomes.

Comments:

A recommendation is to be more specific about who participates in the analysis of the data.

i. Actions to improve Student Learning and Assessment (What steps will you take to improve student achievement?)

Level 0

No reported activity.

Level 1 Beginning

Based on analysis of data, at least one action to improve student learning is identified.
Actions are suggested that are not linked or supported by assessment data.

Level 2 Developing

- X Proposed action(s) to improve student learning related directly to data analysis.
Actions to improve learning include a timetable for implementation and who is to take the action.
Actions are realistic with a good probability for improving student learning.

Level 3 Reflects Best Practice

Actions to improve student learning identified in previous annual reports are themselves being assessed.
A timetable for assessing and evaluating the effectiveness of the proposed actions are included in the plan.

Comments:

Outcome 1-Further discussion recommended about the usefulness of a team assignment for this Particular assessment report if you want to focus on individual student growth.

Adopted from Marquette University Assessment Committee, Margaret Bloom and Gary Meyer, 2010

Appendix J

J. Faculty Vita

Adam J Cochran

Start Year: 2009

Program:

Mass Communication

Department:

Languages, Literature, and Mass Communication

Faculty Rank:

Instructor



Full-time Faculty Vita

Highest Degree:

MA University of Memphis, Journalism 2011

Education:

M.A., Journalism, University of Memphis, 2011

B.A., Mass Communication - Public Relations, Mesa State College, 2001

Teaching 2003-Present:

Courses Taught

MASS 110, Mass Media: Impact and History
(Online) MASS 142, Media Software Application

MASS 144, Multimedia Storytelling

MASS 342, Photojournalism I

MASS 343, Social Media

MASS 352, Design and Editing for

Print MASS 410, Web Content

Development MASS 441, Emerging
Media

MASS 442, Photojournalism II

MASS 452, Desktop Publishing

MASS 468, Web Content

Production MASS 498, Senior

Project Portfolio

Evidence of Continuous Improvement

Conference Presentations

Experiential Classroom for Entrepreneurship, University of Florida, October 2015

Coleman Fellowship Summit, August 2015

Strategist for Go Code Colorado team, Mentor Weekend, state championship (as a competitor), April/June 2015

Society of Professional Journalists regional conference, April 2015

LDSTech Conference, October 2014

Coleman Fellowship Summit, August 2014

LDSTech Conference, October 2013

Supervision of Student Media:

Faculty Adviser, Horizon Magazine 2011-present (Staff of 15-35)

Scholarship and Creative Work, 2003-Present:

Scholarship Related to Discipline

Conference Presentation

"Laughs, Tears and Seed Funding," Coleman Fellowship Summit, August 2015 Moderator,
Storytelling round table presentation, Coleman Fellowship Summit August 2015

Creative Work Related to Discipline

Stage/Multimedia

Technical producer, co-writer, editor, voice-over, video editor, *sound engineer*, *18 Lives and the Book of Mormon*, 1000-member cast and production team, July 2014

Professional Memberships

Society of Professional Journalists - 2010 -present

Service 2003-Present:

University

2015:

Hiring Committee for Film Studies full-time instructor, Fine Art

2012:

Hiring Committee for CMU Web Content and Social Media Coordinator, Marketing

Department

2015:

Assisted program and CMU SPJ with organizing joint visit by Colorado SPJ and Colorado Press Association

Assisted with planning of annual CMU Media Day

Organized memorial for Regis Tucci

2014:

Represented Mass Communication program as expert source for local television and newspaper

2012:

Presenter at annual CMU Media Day

Created Mass Communication student work showcase website

2011:

Maintain and monitor Mass Communication blog, website and Facebook page

2010:

Built PinyonLit.net website for the Literary Review

Researched and recommended various camera and audio products for program equipment purchase

2009:

Transferred student media websites to WordPress

Community

2015:

Design presentation for Mesa County Communication Officers conference

2014:

Storytelling and digital photography presentations for Western Colorado Family History

Fair Photojournalism presentation for Rocky Mountain Camera Club

2013:

Digital photography presentation for Western Colorado Family History Fair

Multiple training sessions for The Daily Sentinel staff on iMoviesoftware 2012:

Boy Scouts of America - Committee Chairman

2011:

Boy Scouts of America - Assistant Scout Master

2011:

Guest Instructor Palisade High School, Podcasts and Online Video Production

Advising 2003-Present:

University level

2015:

Media Advisor: Horizon Magazine (2010-2015)

2013:

Presenter: Annual CMU Media Day

2012:

Presenter at annual CMU Media Day

Hiring Committee for Web Content and Social Media Coordinator Created

Mass Communication student work showcase website Media Advisor:

Horizon Magazine

Club Co-advisor: SPJ

Club Co-sponsor: Media Team

2011:

Mesa Experience Sessions: 1 Club Advisor:

Photography Club

Club Co-advisor: SPJ

Maintain and monitor Mass Communication blog, website and Facebook page

2010:

Orientation advising: 2

Club Co-sponsor: Media Team

Built PinyonLit.net website for the Literary Review

Researched and recommended various camera and audio products for program equipment purchase

2009:

Transferred student media websites to WordPress

Honors and Awards 2003-Present:

National

Coleman Fellowship Entrepreneurship Grant (2014-2016)

Outstanding Case Teaching Award, Experiential Classroom XVI, October 2015

Regional

Go Code Colorado, Regional winner, April/June 2015

Professional Experience:

LAUNCH WestCO, original collaborative member of Western Colorado tech-jobs initiative *Paul Willard Story*, film project for Greg Leavitt, P.C., Sole freelance project, February 2015 LampStone Creative, LLC., Creative services contracting company, December 2014

Day in the Life of Tracey Darnell, film project for Erik Groves, P.C., Sole freelance project, October 2014

Name:

Laurena Mayne Davis

Start Year: 1994

Program:

Mass Communication

Department:

Languages, Literature, and Mass
Communication

Faculty Rank:

Instructor

Highest Degree:

MA Northern Arizona University, English 1993

Education:

M.A., English: Rhetoric/Literature/Creative Writing, Northern Arizona University –
Flagstaff, Arizona 1993

B.A., Humanities: Emphases in Communication and Philosophy Mesa
State College – Grand Junction, Colorado 1992

Teaching 2003-Present:

Courses Taught

MASS 110, Mass Media: Impact and History

MASS 140, Media Theory Introduction

MASS 213, Introduction to Media Writing and Reporting

MASS 452, Desktop Publishing

Evidence of continuous improvement:

Workshops:

PubWest workshop on book publishing, Denver, June 2014

Independent Book Publishers Association Publishing University, San Francisco, March
2014

Colorado Press Association training, 1995 to 2014

American Press Institute, workshop on changing newsroom culture, 2008 Workshop on InDesign layout,
2005

Fellow at the Poynter Institute “Convergence Journalism for College Educators,” 2005

American Press Institute “Writing Everyday Stories for Everyday Readers,” 2002 Cox
Newspapers, “New Managers Distance Learning Program,” 2002

Cox Newspapers workshops on design, writing, and editing, 2004, 2003, and 2001 Poynter
Institute Writing Workshops, Albuquerque, N.M., 1996; Orange County,
Calif., 1994

Scholarship and Creative Work, 2003-Present:

Scholarship Related to Discipline

Articles:

Haynes, Dave. Sandstone to Summit: Colorado and Utah Landscapes through the Lens of
Christopher

Tomlinson. Editor. Published by Grand Junction Media Inc., 2014.



Full-time Faculty Vita

Buchanan, Dave. Drink It In: Wine Guide of Western Colorado. Editor. Published by Grand Junction Media Inc., 2013.

Davis, Laurena Mayne. Monumental Majesty: 100 Years of Colorado National Monument. Editor. Published by Grand Junction Media Inc., 2011.

Explanatory statue plaque verbiage for the Grand Junction Legends Committee's eight installations of Dalton Trumbo, William Moyer, Walter Walker, Sister Mary Balbina Farrell, John Otto, Operation Foresight founders, the Prinster brothers, and Chet and Vernie Enstrom, 2005–2015.

Davis, Laurena Mayne. 125 People, 125 Years: Grand Junction's Story. Museum of Western Colorado, 2007.

Trumbo, Dalton. Eclipse. Editor and introduction. Published by the Mesa County Public Library Foundation, 2005.

Davis, Laurena Mayne. Grand Junction & the Grand Valley: Visions of the 21st Century. Montgomery, Ala.: Community Communications, Inc. 1999.

Davis, Laurena Mayne. Fourteen-part historical series for grocery store chain City Market for the company's 75-year anniversary. 1998–1999.

Mayne, Laurena. Debitage. Master's thesis. University of Northern Arizona 1993.

Service 2003–Present:

Advising 2003–Present:

Honors and Awards 2003–Present:

Local

2014: Colorado Book Award Finalist, Colorado Humanities Center for the Book, Drink It In: Wine Guide of Western Colorado for Nonfiction

2014: Colorado Press Association, Best Advertising Campaign, firstplace

2012: Colorado Book Award, Colorado Humanities Center for the Book, Monumental Majesty: 100 Years of Colorado National Monument for Anthology/Collection

Professional

Experience:

Year(s) of Employment	Employer	Position Title	Position Responsibilities
1997- Present	Write or Wrong Media	Owner	Weekly columnist, ghostwriter
2008-2013	The Daily Sentinel	Managing Editor	Managed staff of 34

Name:

Daniel M. Flenniken

Start Year: 2005

Program:
Mass Communication

Department:
Languages, Literature, and Mass Communication

Faculty Rank:

Associate Professor

Highest Degree:

MA, University of Colorado, Communication -1975

Education:

Certificate: Poynter Institute, Teaching and Learning - Summer 2011;

Teacher License, Colorado State University Vocational Alternative Teacher Licensure Program, 2004; M.A.,
University of Colorado, Communications and Theater - Boulder, 1975;

B. A., University of Colorado, Psychology - Boulder 1969

Teaching 2003-Present:

Courses Taught

MASS 110 Mass Media: Impact and History

MASS 110 Online - Mass Media: Impact and History (developed & teaching)

MASS 313 Broadcast Writing (formerly MASS 301)

MASS 251 Media Advertising and Promotion (formerly MASS 340)

MASS 340 Online - Mass Media Advertising (developed/taught, summer 2009)

MASS 350 Public Relations Concepts

MASS 360 Television Production MASS 397 Practicum

MASS 417 Writing for Public Relations and Advertising (formerly MASS 402)

MASS 450 Public Relations Concepts

MASS 498 Senior Project Portfolio MASS 499 Internship

Evidence of Continuous Improvement

Workshops/Institutes attended:

September 2012: Experiential Learning Classroom, (sponsored by the Coleman Foundation) University of Florida

January 5-6, 2012: Paul Gaston, Kent State University The Degree Qualifications Profile

Fall 2011: Assessment and Desire 2 Learn distance learning training. Colorado Mesa University July 22-24 2011:

Poynter Institute Educators Conference

October 18, 2011: Sonia Brandon, Colorado Mesa University Learning and Study Strategies Inventory (LASSI)
Implementation

January 2012: Jessica Herrick, Colorado Mesa University Revitalizing General Education and Program Assessment

August 2010: AEJMC Conference, Denver Colorado 1 day workshop: "Teaching Advertising"

January 14-15, 2010: Kathryn Ley, University of Houston Restoring the Joy in teaching workshop

Mesa County Communications Officers' Association Spring Retreat 2009:

Social Media Applications and Emergency Communications, Glenwood Springs (April 2009)

January 18, 2008, Diane Nyhammer, McHenry County Community College Tools and Techniques for Outcomes
Assessment

October 2008 Kristyn Rose, Dr. Richard Bell, Mesa State College Respondus



Full Time Faculty Vita

October 2008 Nancy Conklin, Mesa State College Inclusion
Summer 2007 University of Colorado workshop, Bishop Campus, Mesa State College George Orbanek Journalism Workshop, Cox FoundationFunded
Fall 2005 Distance Learning Workshop, Mesa State College Dr. Leslie Keeler
Summer 2006 Technology in Education Conference, Copper Mountain, Colorado Innovative Materials/Activities
A Road Map for MASS 110: Faculty Guide for Teaching Mass Media: Impact andHistory Produced Summer 2006

Scholarship and Creative Work, 2003-Present:

Scholarship Related to Discipline

Conference Presentations:

2011 Four Corners Conference, Colorado Mesa University. Peer reviewed: accepted to present at conference in late October 2011. Topic: “Two Issues for Cultural Advertising and Communication.”

2011 Colorado Press Association – Invited presentation of results from research for the “Western Colorado Newspaper Project” Denver, February 2011.

2010 Western Colorado Writers Conference, “Three Dimension Marketing for Writers” Invited to present: Mesa State College, September 2010.

2009 Copyright Panel Producer: RMPBS Community Cinema, Mesa County Library, October, 2009. Invited (host, research guests/topic).

Scholarship Related to Pedagogy in Discipline

Conference Presentations:

Poynter Institute, summer 2011 St. Petersburg, Florida

Invited (via submission review) to participate in the Poynter Institute’s first annual Forum on Teaching and Learning with Technology. Designed for journalism faculty to develop and share innovative teaching and learning strategies for new media/technology and ethics.

Electronic Learning Consortium of Colorado –2009: “New Ways to Teach/Reach Rural Students” (Effective strategies for delivering distance-learning courses to higher education students in rural areas) Vail, Colorado, April. Peer reviewed proposal, invited to present.

Colorado Technology in Education -2009: Online Education: New Ways to Teach and Reach Rural Students (Effective strategies for delivering distance learning and developing distance learning resources for high school/middle school rural settings) Copper Mountain Colorado, June. Peer reviewed proposal, invited to present.

Colorado Technology in Education - 2005: “Old Tricks for New Tech Students” (Effective techniques to involve students in planning and implementing production projects) Copper Mountain, Colorado, June. Peer reviewed proposal, invited to present.

Creative Work Related to Discipline

Web Publication

2013-14 Coleman Fellows Marketing/Communication group - Editor/writer for content related to Crisis Communication & Teaching Entrepreneurship in Communication courses.

Performances

2011 Regional Emmy Award “The Colorado National Monument: Celebrating 100 Years of John Otto’s Dream” (production team member, credited in videography segment).

Exhibits

2010-11 Alumni Awards Video Profiles (production coordinator)

Collaborative production with Alumni Association and Mass Communication- premiered each fall at the Alumni Awards Banquet.

2009 Graduation Preparation Video (production coordinator)
Collaborative production with Registrar and Mass Communication students to allow graduates to preview/ rehearse for ceremony (in lieu of actual rehearsal) via web.

Other:

Grants

Internal: 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) (Total award: \$1,900)

Internal: Mesa State College Strategic Planning Grant, May – December 2007
Road Map for Mass 110 – Strategic Planning Activity for Mass Media; Impact and History \$2,600

Unpublished research

2010: Survey of Western Colorado Newspapers (Western Colorado Newspaper Project; in association with the Colorado Press Association)

2011: Four Corners: Two Issues for Cultural Advertising and Communication - a research summary and implications for integrated marketing (Local research concerning international communication strategies.)

Professional Memberships

Public Relations Society of America

Association for Education in Journalism and Mass Communication Advertising Interest Group Mesa County Communications Officers' Association (President: 2013)

Service 2003-Present:

University

Summer 2011 Coordinated integration of Rocky Mountain PBS personnel and equipment into Mass Communication's facilities and curriculum and represented our program with regard to building construction/remodel.

2005 – 2015 Scholarship Awards Committee (member – representing Mass Communication)

2007 – 2009 Lectures and Forums Committee (member)

2008-2011 Distance Learning Committee (secretary-2009) Member of the LMS selection committee 2010-11

2006-2015 Search Committee Member:

Mass Communication Producer/Correspondent in Residence (Chair)

Marketing Publicist Position (Main Campus)

Media Technology Instructor (Bishop Campus)

Mass Communication Lecturer (Mass Communication Department)

Mass Communication Assistant Professor (multiple)

Graphic Design- Art Department (3 searches-2009-10)

2007 -2015 General Education Assessment Coordinator – Mass Communication, MASS 110

2008 -2009 Program Review/Assessment Committee Member

2009 – 10 Faculty Colloquium – pilot project production to archive presentations

2006-2015 Greeter/Crowd Control –Colorado Mesa University/Mesa State Graduation

Fall 2008 Advertising and Promotion workshop producer/presenter: Residence Hall Advisors, Grand Mesa Hall, Mesa State,

Fall 2007- 2008 Mav Movers – Assisting students/parents with fall move-in to Grand Mesa Hall.

Spring 2007 Arranged for donations (King 'n Trio Concert/CDs) to the Casino Night for the Mesa State Foundation

2007 -2011 Participated in Mesa State's Foundation campaigns

2007 Dunk tank "volunteer diver" – Gay Student Alliance, Pinon Palloza

Department:

Summer 2013 National Park Service "Media Camp" Co-director for summer program designed to bring 1st generation high school students to campus and produce video documentaries about the Colorado National Monument.

Summer 2011 Mass Communication Program - Appointed Program Director, summer 2011.

2006- 2014 Media Day Coordinator - Responsible for overall content and promotion (High School Outreach)

Community:

2011- present Board Member –Colorado National Monument Association (currently vicepresident)

Communications Committee

2009- 2013 Board member/ Vice President;

Chair, Public Relations Committee, Kids Voting Mesa County

2009/11 Chief Pronouncer, Mesa County Valley Spelling Bee.

Holy Family Spelling Bee

Responsible for researching, developing qualified word lists, assuring accurate pronunciation and verifying results

2005-2015 Member, Mesa County Communications Officers' Association President, Vice President, 2012;

Secretary/Web coordinator: 2008.

(Member of the non-profit sub-committee, responsible for developing PR campaigns for agencies such as the Homeless Coalition. Western Slope Suicide Prevention Foundation, Western Slope Center for Children and Senior Daybreak.)

2003- 2010 On-air talent for Rocky Mountain PBS Fund raising Events (usually two- three times per year) representing Mesa State College.

2008 Colorado Public Radio/StoryCorps Coordinated volunteers to serve as hosts during NPR/StoryCorps production visit to Grand Junction (2 weeks – 2 trained volunteers per day)/

2003-2011 Member, Sacred Heart Guitar Group, Fruita Colorado.

2011 Michigan Collegiate Press Association –judging coordinator (through Colorado Press Association)

Advising 2003-Present:

University level

Yearly participation in "MAV" Experience and CMU orientation sessions

Club Advisor: 2010- 2015 PR Club

2011-2012 TOMS Club

2009 Mesa State Hockey Fan Club Department level

2010-11 Coordinator of student attendance: - Rocky Mountain PBS Newsmakers Luncheon, Denver Colorado.

Arranged for Mass Communication students' (8-10 each year) travel and attendance at the luncheon, including VIP reception with each years' speaker. (See article and photo in "Other" appendices

2005-2015: Advisor for Mass Communication majors/minors (currently over 90 - originally 20)

2006 -2015 Nomination of an average of 6 students per year to "Who's Who in American Colleges and Universities"

Honors and Awards 2003-Present:

Professional Experience:

1994 - 2003 Station Manager and Director of Education, Rocky Mountain PBS, Denver and Grand Junction, Colorado (2002 Emmy: Executive Producer for educational series titled "TV Confidential")

1989- 1994 Projects Coordinator, Pacific Mountain Network, Denver, Colorado (PBS station and state education affiliates in 13 western states). Involved in Star Schools dissemination grants, TV series packaging and event production.

Name:

Megan Elizabeth Fromm

Start Year: 2015

Program:

Mass Communication

Department:

Languages, Literature, and Mass
Communication

Faculty Rank

Assistant Professor



Full-time Faculty Vita

Highest Degree

PhD, University of Maryland, Journalism and Public Communication, 2010

Education:

2010 PhD, Journalism and Public Communication, University of Maryland
2005 BA Mass Communication, Mesa State College

Teaching 2003-Present:

Courses Taught

MASS 110, Mass Media: Impact and History MASS
142, Software Applications
MASS 317, Writing Opinion for Impact

Evidence of Continuous Improvement

Journalism Education Association's Advisers Institute summer workshop. Attended multiple sessions on teaching, advising student publications, assessment, leadership, and project-based learning. 2013, 2014, 2015. Presented teaching sessions all three years.

Innovative Materials/Activities

Portfolio assessment (Mass 317 and Mass 142)

Scholarship and Creative Work, 2003-Present:

Scholarship Related to Discipline

Books

Fromm, M., Hall, H. L., & Manfull, A. (2014). *Student Journalism and Media Literacy*. New York: Rosen Publishing.

Journal Articles

Melki, J., Moeller, S., Mihailidis, P., Fromm, M. & Huang, S. (2009). Trauma Journalism Education. *International Center for Media & the Public Agenda*. Available: [www.http://icmpa.umd.edu](http://icmpa.umd.edu)

Conference Presentations

Invited Presentations

"The State of News Literacy Research." Panel presentation presented at National News Literacy Summit, Chicago (2014).

"Litigate This: Avoiding Common Legal Pitfalls." Presented at Journalism Education Association's Advisers Institute, Las

Vegas, NV (2013).

“Tell Me No Lies: How News Literacy Creates Better Journalists And Citizens.” Presented at Journalism Education Association’s Advisers Institute, Las Vegas, NV(2013).

“Becoming First Amendment Freedom Fighters: The First Decade of the Student Press Law Center.” Presented at Association for Education in Journalism and Mass Communication scholastic journalism division conference, Poynter Institute, St. Petersburg, FL (January 2010).

Book reviews

Fromm, M. (2009). Review: Independent Film Channel’s Media Project. *Journal of Media Literacy Education* 1(1), 86-88.

Book Chapters

Fromm, M. (2015). From Mediated to Mediator: How Youth Use Digital to Open the Public Sphere, Empower Activism and Reclaim Voice. In *Mediated Communities: Civic Voices, Empowerment and Media Literacy in the Digital Era* (p. 161). Frankfurt am Main: Peter Lang.

Mihailidis, P., & Fromm, M. (2014). Scaffolding Curation: Developing Digital Competencies in Media Literacy Education. In *Media & Education in the Digital Age: Concepts, Assessments, Subversions* (p. 366). Frankfurt am Main: Peter Lang.

Trade Press

Fromm, M. (2015, May 26). Finding a Place for Student Media in Journalism Education Reform. *PBS MediaShift/EdShift*. Available at <http://mediashift.org/2015/05/finding-a-place-for-student-media-in-journalism-education-reform/>

Fromm, M. (2014, November 13). Bringing Democracy into the Digital Classroom. *PBS MediaShift/EdShift*. Available at <http://mediashift.org/2014/11/bringing-democracy-into-the-digital-classroom/>

Maksl, A. & Fromm, M. (July, 2014). More Than Yearbooks Or Newspapers: High School Journalism Is All About The Process. *PBS MediaShift/EdShift*. Available at <http://mediashift.org/2014/07/more-than-yearbooks-or-newspapers-high-school-journalism-is-about-the-process/>

Moeller, S. & Fromm, M. (2012, August 28). New Study: Global News Sites Poorly Covered the Olympics in Photos. *The Huffington Post*.

Moeller, S. & Fromm, M. (2010, December 10). Media Lit 101: WikiLeaks--Espionage or Journalism? *The Huffington Post*.

Other

Researcher and contributing writer

Center for International Media Assistance (2009, October). *Media Literacy: Understanding the News*. Washington, DC: National Endowment for Democracy. Available: <http://cima.ned.org/publications/research-reports/media-literacy-understanding-news>

Center for International Media Assistance (2009, October). *Media Literacy: Citizen Journalism*. Washington, D.C: National Endowment for Democracy. Available: <http://cima.ned.org/publications/research-reports/media-literacy-citizen-journalists>

Invited Writer/Editor

“Principal’s Guide to Scholastic Journalism” book and e-book revision. Sponsored by Quill & Scroll Foundation and Journalism Education Association. Information available at: <http://principalsguide.org/>

Grants

Robert R. McCormick Foundation Grant, \$50,000, partner

With principal grant recipient American Society of News Editors and affiliate grant recipient the Journalism Education

Association, executed grant to develop news literacy curriculum for high school students and teachers across science, math, social studies, and English. (Grant funded June 2014).

Robert R. McCormick Foundation Grant, \$20,000, partner

With Journalism Education Association, wrote successful grant application for news literacy training for high school students and teachers (Grant funded May 2013).

Professional Memberships

Elected board member, Journalism Education Association--(2014-present). Three year term as Educational Initiatives Director

Committee member, Student Press Rights Commission (2011-present)

Curriculum leader, News Literacy Education

Contributor, Curriculum Commission

Write-Off Judge (annually 2003-present)

Society of Professional Journalists

Service 2003-Present:

University

Co-adviser to CMU student Magazine, *Horizon*

Service to the Profession

Board of Directors, Journalism Education Association

Advising 2003-Present:

Department level

Student adviser for mass communications majors

Honors and Awards 2003-Present:

National

Society of Professional Journalists Sunshine Award, 2004

Regional

Colorado Press Association Friend of the First Amendment Award, 2005

Professional Experience:

Copy editor (February-June 2006)

Inland Valley Daily Bulletin

Staff writer (May-July 2005)

Douglas County News Press

Stringer reporter (2001-2004)

The Grand Junction Daily Sentinel

Stringer reporter (2002, 2003)

Associated Press

Name:

Eric Mello

Start Year: 2014

Program:

Mass Communication

Department:

Languages, Literature, and Mass
Communication



LecturerVita

Highest Degree

BA Colorado Mesa University, Management and Marketing, 2000

Education:

B.A., Management & Marketing

Colorado Mesa University - Grand Junction, Colorado 2000

B.S., Animal Science California Polytechnic State University - San Luis Obispo, California 1995

Teaching 2003-Present:

Courses Taught

MASS 251, Advertising and Promotions

Prior Professional Experience Relevant to Current Position: (Include year(s) of employment, employer, position title and responsibilities)

Year(s) of Employment	Employer	Position Title	Position Responsibilities
2004-Present	COBB & Associates	Director of Marketing	Strategic Communications, Budget

Name:

Greg Mikolai

Start Year: 2011

Program:
Mass Communication

Department:
Languages, Literature, and Mass Communication

Faculty Rank

Instructor



Full-time FacultyVita

Highest Degree

M.A. Communications, University of Minnesota – St. Paul (in Progress)

Education:

B.A., Communications, College of St. Thomas – St. Paul 1984

Teaching 2003-Present:

Courses Taught

MASS 271, Video Production 1
MASS 297, Practicum
MASS 319, Commercial Copy
MASS 372, Video Production 2
MASS 396, Topics: Digital Video Editing
MASS 396, Topics: TV Studio Production
MASS 471, Video Production 3
MASS 495, Independent Study
MASS 499, Internship

Innovative materials/activities:

Web accessed videos that cover basic concepts in video production

PDF tutorials with embedded videos that students use to learn software applications pertaining to editing, graphic creation and animation.

Performance Based learning management of rubrics and progress tracking for grading purposes.

Research:

MASS 499 Internship

Supervised student's multi-camera, live production of Grand Junction Rockies' baseball games for MiLB.tv and KGJT-TV. This has been an ongoing project since the summer of 2013. Six students.

MASS 495 Independent Study

Supervised a student's presentation on concepts of the use of a DSLR camera for video field production. One student.

Scholarship and Creative Work, 2003-Present:
Creative Work Related to Discipline

Short Film

Produced 48 Western Bounty episodes for Rocky Mountain PBS, with student involvement, per the partnership with Colorado Mesa University. Western Bounty is a short-form documentary production that focuses on artists and the arts that airs statewide.

Produced 52 Western Bounty episodes for Rocky Mountain PBS, with student involvement, per the partnership with Colorado Mesa University. Super School News is a 2-minute, studio production involving 5th grade students from Western Colorado that airs statewide.

Produced numerous underwriting and promotional interstitials for Rocky Mountain PBS, with student involvement, per the partnership with Colorado Mesa University.

Produced a half-hour program on the Affordable Care Act that aired on Rocky Mountain PBS in the fall of 2013.

Produced two Community Hospital promotional videos

Produced two multi-camera videos of "Nutcracker," one in 2012 and one in 2014 for the joint GMU/GJ Symphony production.

Produced a Tillman Bishop Tribute video.

Produced 5 video presentations of Student Showcase.

Service 2003-Present:
Service to CMU

Consulted on design and installation of video and audio infrastructure for new academic building, Escalante Hall.

Continued improvement and maintenance of video and audio infrastructure for Escalante Hall.

Provided video support for other academic disciplines such as Music and

Theater. Initial producer/director for video streaming of sports events.

Service to Department

Provide video production services to other instructors and their classes.

Provide technical support to other instructors.

Supervise mass communication equipment inventory and student check-out procedures.

Service to Community

2009-Present

District 51 School Board member

2011-Present

District 51 School Board President

2011-2013
Colorado National Monument Park Status Exploratory Committee member

Advising 2003-Present:

University level

2011-Present

CMU-TV club advisor
Freshman Student Orientation

Department level

2011-Present
Practicum advisor and supervisor.

Honors and Awards 2003-Present:

Regional

Emmy – Program Photographer
Emmy – Program Editor
Emmy nomination – Historical Documentary Producer
Six Colorado Broadcasters Association Awards of Excellence for: Best
Documentary (2)
Best Single Program (2)
Best Children’s Program
Best Public Service Announcement

Professional Experience:

KRMJ-TV, Rocky Mountain PBS, Producer, 1999-
2011 Produce video content for Rocky Mountain
PBS

3D Systems, Inc., Technical Writer, 1995-1999
Produce online technical documentation for 3D printers

KJCT-TV, Production Manager, 1994-1995
Manage a department of 16 production and master control personnel

Paragon Cable, Commercial Producer, 1990-1994
Produce commercials for cable insertion in the Twin Cities metro area

Cable North Central, Producer, 1985-1990
Produce content, promotions and commercials for cable insertion in the northern suburban area of the Twin Cities
metro area. WXOW-TV, Production Assistant, 1984-1985
Various television production duties

Name:

Caroll E Multz

Start Year: 2000

Program:

Mass Communication

Department:

Languages, Literature, and Mass
Communication



LecturerVita

Highest Degree

JD, University of Montana - Missoula, Montana Law 1961

Education: (List all degrees beginning with most recent-include post docs and external certificates)

J.D., Law, University of Montana – Missoula, Montana 1961

B.S., Business Administration, University of Montana – Missoula, Montana 1958

Teaching 2003-Present:

Courses Taught

MASS 310, Media Law and Ethics

Prior Professional Experience Relevant to Current Position: (Include year(s) of employment, employer, position title and responsibilities)

Year(s) of Employment	Employer	Position Title	Position Responsibilities
1985-2001	Grand Junction, CO	Board of Directors	Shareholder
1974-1981	Grand County	District Attorney	

Name:

Christopher Parsons

Start Year: 2010

Program:

Mass Communication

Department:

Languages, Literature, and Mass
Communication



LecturerVita

Highest Degree

JD, Univ. of California - Hastings College of the Law, Law, 1995

Education: (List all degrees beginning with most recent-include post docs and external certificates)

J.D. UC-Hastings College of Law, 1995

B.A., Communication, The American University, Washington, D.C.,
1979

Teaching 2003-Present:

Courses Taught

MASS 110

Prior Professional Experience Relevant to Current Position: (Include year(s) of employment, employer, position title and responsibilities)

Year(s) of Employment	Employer	Position Title	Position Responsibilities
1979-1991	KHON-TV, Honolulu, HI	Reporter, Producer, Managing Editor	
1991-1992	Honolulu Office of Managing Director	Executive Assistant	
1995-1997	Cades Schutte Fleming & Wright, Honolulu	Associate Attorney	
1999-2000	Maliu Communications, Kamuela, HI	Principal	
1999-2000	Christopher I.L. Parsons, Attorney-at-Law	Solo practitioner	
2000-2004	Im, Hanifin, Parsons, LLLC	Law Partnership	
2004-2005	FlyHawaii Airlines	VP, Administration & Legal Affairs	
2005-2009	Becker Communications, Honolulu	VP, Issues Management	

Name:

James M. Perez

Start Year: 2015

Program:

Mass Communication

Department:

Languages, Literature, and Mass
Communication

Faculty Rank

Assistant Professor

Highest Degree

PhD, University of California, San Diego, Mass Communication 2015

Education: (List all degrees beginning with most recent-include post docs and external certificates)

Ph.D., University of California, San Diego, Department of Communication, 2014. M.A., California State University, Long Beach, Department of Linguistics, 2005. B.A., California State University, Long Beach, Department of English, 2003.

A.A., Fullerton College, Liberal Arts, 2000.



Full-time Faculty Vita

Teaching 2003-Present:

Courses Taught

MASS 140, Media Theory Introduction

MASS 213, Intro to Media Writing and Reporting MASS 261, Audio Announcing and Production MASS 350, Public Relations Concepts

Evidence of continuous improvement:

Conference Presentations

“Stand-Up Justice: Judge Wapner v. Judge David Young.” Communication Colloquium at the University of California, San Diego. May 2011

“Stand-Up Justice: Judge Judy.” Performance Studies International 16 at York University: Ontario College of Art & Design. May 2010

“Stand-Up Justice: Judge Joe Brown.” Linguistics Colloquium at California State University, Long Beach. May 2010

“Stand-up Justice: Judge Joe Brown.” Sandrizona (Linguistic Anthropology Exchange) at the University of Arizona, Tucson. September 2009

“Mainstreaming Latinos: Losing your language through schooling.” ISCAR (International Society for Cultural and Activity Research) at the University of California, San Diego. September 2008

“Stand-up Justice: Judge David Young.” Multi-Research Campus Group on Performance Studies at the University of California, Davis. June 2008

Scholarship and Creative Work, 2003-Present:

Scholarship Related to Discipline

Journal Articles

“Confronting the Human Body in the (Waste) Abjection of Reality Television Courtroom.”
Intersection Health. Volume 1. (Fall 2011)

Creative Work Related to Discipline

Documentaries

For All. San Diego Women’s Film Festival. Balboa Park, San Diego, CA. 2007

For All. Binacom: Binational Association of Schools of Communication. Mexicali, Mexico. 2007

Other:

Grants

UC San Diego Department of Communication Research Grant 2012 Summer Graduate Teaching Fellowship 2010

UC San Diego Department of Communication Travel Grant 2010 Alan Manasson Fellowship 2005

Service 2003-Present:

Department

2015 Faculty Travel Fund Committee - LLMC

Advising 2003-Present:

Department level

2015-2016

Student Advisor - 5-10 students

Honors and Awards 2003-Present:

Professional Experience:

Name:

Eric Sandstrom

Start Year: 2007

Program:

Mass Communication

Department:

Languages, Literature, and

Mass Communication

Faculty Rank

Assistant Professor

Highest Degree

MA, Institution Miami University, English, 1980

Education: (List all degrees beginning with most recent-include post docs and external certificates)

MA, English, Miami University, Oxford, Ohio, 1980 BA, English, Miami University, Oxford, Ohio, 1973



Full-time Faculty Vita

Teaching 2003-Present:

Courses Taught

MASS 110 Media Impact & History MASS 201 Writing & Reporting for Media

MASS 213 Introduction to Writing & Reporting for Media MASS 303 Public Affairs

MASS 304 Editorials & Commentaries MASS 305 Magazine & Feature Writing MASS 315 Specialized Writing: Environment

MASS 315 Specialized Writing: Courts & Crime, Science, Environment, Sports MASS 395 Independent Study

MASS 402 Writing for PR & Advertising

MASS 415 Advanced Writing & Reporting for Media MASS 430 Desktop Publishing

MASS 494 Seminar: Theory & Research

Evidence of Continuous Improvement

Workshops

2015: Columbia University Graduate School of Journalism, "Covering Guns" workshop

2013: Poynter Institute for Journalism Education, "Covering Guns" workshop at University of Maryland.

2011: Colorado Press Association annual convention (presentation: Western Slope Newspaper Project)

2011: Rocky Mountain PBS Newsmakers (guided students to luncheon meeting with industry professionals and tour of TV studio in Denver)

2010: Photography Workshop with pro photographer Rob Kurtzman, Grand Junction, and PhotoShop

"Rebel With a Cause" Workshop with pro photographer Steve Traudt.

2009: Colorado Press Association annual convention (student introduction to editors and publishers), Feb. 15-16,

2009 Camp Video Journalism, Sept. 24-26, 2008

Scholarship and Creative Work, 2003-Present:

Scholarship Related to Discipline

Journal Articles

Columns in *The Denver Post*

12/21/2013 "Drones Fly in the Face of Hunting Traditions"
12/3/11 "Can You Tell a Moose From an Elk?"
1/30/11 "Goldilocks & the three bears."
12/19/10 "A young woman I never met."

Column in *The New York Times*

1/30/2013 "Good for One Fare"

Columns in *The Daily Sentinel*

7/6/2014 "A Lizard Weighs in on the Monument Debate" 2/16/2011 "Park ranger Hank Schoch was jack of all trades"

2/22/2011 "CCC—blood, sweat & teamwork"

3/1/2011 "The monument at 100" 3/9/2011 "Lizards are cool"

3/17/2011 "Monument visitors are indebted to Otto" 3/23/2011 "Tree researchers discover that old age is relative"

3/30/2011 "Hikers & joggers are the only ones rattling around the monument" 4/5/2011 "Annoying bugs doing what comes gnat-urally"

4/13/2011 "Trails can lead to introspection, inner peace" 4/19/2011 "Desert bighorn thrive atop precipitous cliffs" 4/26/2011 "Artifacts offer intriguing clues to human activities" 5/3/2011 "CCC left twisting blacktop legacy"

5/11/2011 "Info from ranger's notebook"

5/18/2011 "New displays highlight park's science, history."

Conference Presentation

2011: Colorado Press Association annual convention (presentation: *Western Slope Newspaper Project*)

Book reviews

2015 (October) *High Country News* (review of "Infamy")

2014 (Winter Issue) *Journalism & Mass Communication Quarterly* (review of "Making News at The New York Times")

Book Chapters

Two chapters published in *Monumental Majesty*, a book published (by the Daily Sentinel) in May 2011 about Colorado National Monument. The chapters are entitled, "New Deal at Work," (p. 18), and "What's In a Name?" (p. 77).

Professional Memberships

Association for Education in Journalism & Mass Communication (AEJMC) Mesa County Communication Officers Association (MCCOA)

Society of Professional Journalists (SPJ)

Service 2003-Present:

University

HLC Criterion 5 Subcommittee 2015.

Library Committee representative (LLMC) 2014. Faculty Senate Representative (LLMC) 2011-2014.

Department

Mesa Experience and Orientation representative (LLMC) Annual Media Day faculty coordinator, February 2008-Present

Appendix K

K. Total Budget Revenue

**Colorado Mesa University
Mass Communications
Excludes grants**

	FY15	FY14	FY13	FY12	FY11	FY10
Org 1250--Instruction						
<u>Expenditures Support Staff</u>						
Comp	7,665	20,802	19,858	19,371	16,543	15,177
Exempt Comp	430,789	416,576	447,107	365,776	286,050	269,802
Student Hourly	1,694	2,205	2,333	120	724	1,271
Other Expense	10,288	13,050	20,876	13,255	26,117	7,090
Travel	1,291	2,076	1,623	1,802	2,533	1,672
Internal Charges	4,004	4,225	4,354	3,112	2,427	2,390
Capital				11,977		
	455,730	458,935	496,151	415,412	334,395	297,402

Org 3880--Enterprise

Revenues	59,005	50,988	22,080
Support Staff Comp	338		
Exempt Comp	--	35,471	
Student Hourly	13,032	16,228	3,833
Other Expense	15,619	13,174	6,447
Travel			827
Internal Charges			
Capital	18,782		
Transfer to IT	7,500		
	55,270	64,874	11,107

Appendix L

L. Library Curriculum Assessment

Tomlinson Library

Colorado Mesa University

Date of Assessment: October 29, 2015

Purpose of Assessment: Program Review

Program under review: Mass Communication

Program Level: Bachelor of Arts

Liaison: Laureen Cantwell

I. Collection Assessment:

A. Reference Support: A search of the Tomlinson Library catalog for reference items related to Mass communications resulted in 31 reference results, including:

- Ryan, Marie-Laure, Lori Emerson, and Benjamin J. Robertson. *The Johns Hopkins Guide to Digital Media*. Baltimore: Johns Hopkins University Press, 2014. Print.
- Myers, JoAnne. *Historical Dictionary of the Lesbian and Gay Liberation Movements*. Lanham: Scarecrow Press, Inc., 2013. Print.
- Cabrera, Cheryl. *Reel Success: Creating Demo Reels and Animation Portfolios*. New York: Focal Press, Taylor & Francis Group, 2013. Print.
- Associated Press, Darrell Christian, Sally A. Jacobsen, and David Minthorn. *Associated Press Stylebook, 2012*. 47th ed. New York, NY: Associated Press, 2012. Print.
- Sterling, Christopher H. *Encyclopedia of Journalism*. Thousand Oaks, Calif.: SAGE Reference, 2009. Print.
- Eaman, Ross Allan. *Historical Dictionary of Journalism*. Lanham, Md.: Scarecrow, 2009. Print.
- Schaefer, Todd M., and Thomas A. Birkland. *Encyclopedia of Media and Politics*. Washington, D.C.: CQ Press, 2007. Print.

B. Monographic Resources: The following table displays a view of representative results found when searching the Tomlinson Library catalog for relevant Mass Communications content. It displays the number of titles since 2000 (for print items) and the number of items found for print and/or electronic items.

Search tactic:	Print Books	e-Books
"mass communication" (keyword)	46 (11 since 2000)	3
"media ethics" (keyword)	8 (5 since 2000)	2
"public relations" (keyword)	156 (76 since 2000)	79
journalism (subject keyword)	247 (88 since 2000)	39

Communication (keyword)	850 (333 since 2000)	2154
"Mass media" (keyword) AND "mass media" (subject)	201 (73 since 2000)	84

Monographic titles of interest include:

(Print titles are **black**; e-book titles in **green**)

- Campbell, Richard, Christopher R Martin, and Bettina Fabos. **Media & Culture: Mass Communication in a Digital Age**. Ninth edition. Boston: Bedford/St. Martin's, 2014. Print.
- Silverblatt, Art. **Media Literacy: Keys to Interpreting Media Messages**. Fourth edition. Santa Barbara, California: Praeger, An Imprint of ABC-CLIO, LLC, 2014. Print.
- McCombs, Maxwell E. **Setting the Agenda: The Mass Media and Public Opinion**. Second edition. Cambridge; Malden, MA: Polity, 2014. Print.
- Sellnow, Timothy L. (Timothy Lester), and Matthew W. 1957- Seeger. **Theorizing Crisis Communication**. Chichester, West Sussex [England]; Malden, MA: Wiley-Blackwell, 2013. Print.
- Messinger, Gary S. **The Battle for the Mind: War and Peace in the Era of Mass Communication**. Amherst: University of Massachusetts Press, 2011. Print.
- Sanderson, Jimmy. **It's a Whole New Ballgame: How Social Media Is Changing Sports**. New York, NY: Hampton Press, 2011. Print.
- Wyatt, Wendy N. **Critical Conversations: A Theory of Press Criticism**. Cresskill, N.J.: Hampton Press, 2007. Print.
- Merino, Noel. **Media Ethics**. Farmington Hills, MI: Greenhaven Press, 2013. Print.
- Limburg, Val E. **Electronic Media Ethics**. Boston: Focal Press, 1994. Print.
- Fortner, Robert S., and Mark Fackler. **The Handbook of Global Communication and Media Ethics**. Chichester, West Sussex, U.K.; Malden, MA: Wiley-Blackwell, 2011. Print.
- Meyers, Christopher. **Journalism Ethics: A Philosophical Approach**. New York: Oxford University Press, 2010. Print.
- Ward, Stephen J. A. **Global Media Ethics: Problems and Perspectives**. Wiley, 2013.
- Campbell, Richard, Christopher R Martin, and Bettina Fabos. **Media & Culture: Mass Communication in a Digital Age**. Ninth edition. Boston: Bedford/St. Martin's, 2014. Print.
- Cecil, Matthew. **Hoover's FBI and the Fourth Estate: The Campaign to Control the Press and the Bureau's Image**. Lawrence, Kansas: University Press of Kansas, 2014. Print.
- Schultz, Brad, Philip H Caskey, and Craig Esherick. **Media Relations in Sport**. 4th ed. Morgantown, WV: Fitness Information Technology, 2014. Print.
- Caudill, Edward. **Intelligently Designed: How Creationists Built the Campaign against Evolution**. Urbana: University of Illinois Press, 2013. Print.
- Davis, Aeron. **Promotional Cultures: The Rise and Spread of Advertising, Public Relations, Marketing and Branding**. Cambridge, UK: Polity, 2013. Print.

- Thomas, John Clayton. ***Citizen, Customer, Partner: Engaging the Public in Public Management***. Armonk, N.Y.: M.E. Sharpe, 2012. Print.
- Dezenhall, Eric, and John Weber. ***Damage Control: The Essential Lessons of Crisis Management***. Westport, Conn.: Prospecta Press, 2011. Print.
- Hoggan, James, and Richard D Littlemore. ***Climate Cover-up: The Crusade to Deny Global Warming***. Vancouver; Berkeley: Greystone Books, 2009. Print.
- Martin, Neale. ***Habit: The 95% of Behavior Marketers Ignore***. Upper Saddle River, N.J.: FT Press, 2008. Print.
- Anthonissen, Peter Frans. ***Crisis Communication: Practical PR Strategies for Reputation Management and Company Survival***. London; Philadelphia: Kogan Page, 2008. Print.
- Scott, David Meerman. ***The New Rules of Marketing and PR: How to Use News Releases, Blogs, Podcasts, Viral Marketing and Online Media to Reach Your Buyers Directly***. Hoboken, N.J.: John Wiley & Sons, Inc., 2007. Print.
- Hurrle, Daniel, and Julia Postatny. ***Social Media for Scientific Institutions: How to Attract Young Academics By Using Social Media As a Marketing Tool***. Springer Gabler, 2015.
- Coombs, W. Timothy, and Sherry J Holladay. ***It's Not Just PR: Public Relations in Society***. 2nd ed. Wiley Blackwell, 2014.
- Burt, Christopher D. B. ***Managing the Public's Trust in Non-profit Organizations***. Springer, 2014.
- Furst, R. Terry. ***Early Professional Baseball and the Sporting Press: Shaping the Image of the Game***. McFarland & Company, Inc. Publishers, 2014.
- Kaul, Asha, and Avani Desai. ***Corporate Reputation Decoded: Building, Managing and Strategising for Corporate Excellence***. SAGE, 2014.
- Summers, Sandy, and Harry Summers. ***Saving Lives: Why the Media's Portrayal of Nursing Puts Us All At Risk***. Updated second edition. Oxford University Press, 2014.
- Temporal, Paul. ***Branding for the Public Sector: Creating, Building and Managing Brands People Will Value***. Wiley, 2014.
- Phillips, Angela. ***Journalism in Context: Practice and Theory for the Digital Age***. London; New York: Routledge, Taylor & Francis Group, 2015. Print.
- Pettegree, Andrew. ***The Invention of News: How the World Came to Know About Itself***. New Haven; London, England: Yale University Press, 2014. Print.
- Thiel-Stern, Shayla. ***From the Dance Hall to Facebook: Teen Girls, Mass Media, and Moral Panic in the United States, 1905-2010***. Amherst and Boston: University of Massachusetts Press, 2014. Print.
- Mayborn Graduate Institute of Journalism., George Getschow, Eli Saslow, and Mayborn Literary Nonfiction Conference. ***The Best American Newspaper Narratives of 2012***. Denton, Texas: University of North Texas Press, Mayborn Graduate Institute of Journalism, 2014. Print.
- Simpson, Edgar. ***News, Public Affairs, and the Public Sphere in a Digital Nation: Rise of the Audience***. Lanham: Lexington Books, 2014. Print.
- Sumner, David E., and Holly G. Miller. ***Feature and Magazine Writing: Action, Angle, and Anecdotes***. Third edition. Chichester, West Sussex, UK: Wiley-Blackwell, 2013. Print.

- Coward, Rosalind. *Speaking Personally: The Rise of Subjective and Confessional Journalism*. Basingstoke, Hampshire, England; New York: Palgrave Macmillan, 2013. Print.
- Boczkowski, Pablo J., and Eugenia Mitchelstein. *The News Gap: When the Information Preferences of the Media and the Public Diverge*. Cambridge, Massachusetts: The MIT Press, 2013. Print.
- Toney, James. *Sports Journalism: The Inside Track*. London: Bloomsbury Pub., 2013. Print.
- Dunlop, Tim. *The New Front Page: New Media and the Rise of the Audience*. Melbourne: Scribe Publications, 2013. Print.
- Phillips, Warren. *Newspaperman: Inside the News Business At the Wall Street Journal*. New York: McGraw-Hill, 2012. Print.
- Green, Susan C. *News Now: Visual Storytelling in the Digital Age*. Boston: Pearson, 2012. Print.
- St. John, Burton, and Kirsten A. Johnson. *News With a View: Essays On the Eclipse of Objectivity in Modern Journalism*. Jefferson, N.C.: McFarland, 2012. Print.
- Navasky, Victor S., and Evan Cornog. *The Art of Making Magazines: On Being an Editor and Other Views From the Industry*. New York: Columbia University Press, 2012. Print.
- Kroeger, Brooke. *Undercover Reporting: The Truth About Deception*. Evanston, Ill.: Medill School of Journalism/Northwestern University Press, 2012. Print.
- Carlson, Matt. *On the Condition of Anonymity: Unnamed Sources and the Battle for Journalism*. Urbana: University of Illinois Press, 2011. Print.
- Jason Hill, and Vanessa R Schwartz. *Getting the Picture: The Visual Culture of the News*. Bloomsbury Academic, 2015.
- Hayes, Keith. *Business Journalism: How to Report On Business and Economics*. Apress, 2014.
- Kuypers, Jim A. *Partisan Journalism: A History of Media Bias in the United States*. Rowman & Littlefield Publishers, 2014.
- Cox, Jim. *Newspapers in Transition: American Dailies Confront the Digital Age*. McFarland & Company, Inc., Publishers, 2014.
- Schreiber, Rachel. *Modern Print Activism in the United States*. Ashgate, 2013.
- Cox, Jim. *Radio Journalism in America: Telling the News in the Golden Age and Beyond*. McFarland & Company, Inc., Publishers, 2013.
- Tewksbury, David, and Jason Rittenberg. *News On the Internet: Information and Citizenship in the 21st Century*. Oxford University Press, 2012.
- Eugenia Siapera, and Andreas Veglis. *The Handbook of Global Online Journalism*. Wiley-Blackwell, 2012.
- Cramer, Peter A. *Controversy As News Discourse*. Springer, 2011.

NOTE: If there is a desired item that we can loan from another institution, because our copy is checked out or we do not currently own the item, we will do so, and gladly. Books, and other items, physically delivered from other institutions are free to students, staff, and faculty at CMU and provides valuable support for those engaged in research and scholarship. **Interlibrary loan** of books and other non-article/non-chapter content takes 3-5 days on average, which is not overly long but which does underscore the importance of the Library building strong monographic support for Mass Communication

course sections as much as possible. Our interlibrary loan service can also aid the Library in assessing frequently requested items for appropriate additions to our collection.

C. **Periodicals:** A search of the CMU Tomlinson Library collection of print and electronic periodical subscriptions highlights a number of very relevant titles. We show journals and other periodicals for relevant Mass Communication subject areas. A selection of useful subscribed titles for Mass Communication include (**bold titles** = among top 15 scholarly journals for Communications):

- *European Journal of Communication* (Sage Premier Collection, 1999-current)
- *Media, Culture, & Society* (Sage Premier Collection, 1999-current)
- *Journalism & Mass Communication Educator* (Communication & Mass Media Complete, 1995-2011; some print holdings)
- *Communication Law & Policy* (LexisNexis, 1999-current)
- *Journal of Media Economics* (Communication & Mass Media Complete, 1988-current, 12-month embargo)
- *Communication Law & Policy* (LexisNexis, 1999-current)
- *News Media & the Law* (Communication & Mass Media Complete, 2001-current)
- *Journal of Mass Media Ethics (MME)* (Communication & Mass Media Complete, 1985-current, 18-month embargo)
- *Critical Studies in Mass Communication* (Communication & Mass Media Complete, 2000-current, 18-month embargo)
- *Journalism & Mass Communication Quarterly* (Communication & Mass Media Complete, 1995-2011; some print holdings)
- ***International Journal of Press/Politics*** (Sage Premier Collection, 1999-current)
- ***New Media and Society*** (Sage Premier Collection, 1999-current)
- ***Journal of Communication*** (Wiley Online, 1958-2015; Communication & Mass Media Complete, 2006-2014, 12-month embargo; some print holdings)
- ***Communication Research*** (Sage Premier Collection, 1999-current)
- ***Public Opinion Quarterly*** (SocIndex, 1936-current, 12-month embargo)
- ***Human Communication Research*** (Wiley Online, 1974-2015; Communication & Mass Media Complete, 2006-current, 12-month embargo; some print holdings)
- ***Communication Review*** (Communication & Mass Media Complete, 1997-current, 18-month embargo)
- ***Political Communication*** (Communication & Mass Media Complete, 1992-current, 18-month embargo)
- ***Cyberpsychology, Behavior, and Social Networking*** (Business Source Complete, 2010-current, 12-month embargo)
- ***European Journal of Communication*** (Sage Premier Collection, 1999-current)
- ***Group Processes and Intergroup Relations*** (Sage Premier Collection, 1999-current)

NOTE: For periodicals to which we do not subscribe and/or articles for which we do not offer full-text access, **Interlibrary loan** is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

D. **Electronic Resources:** Generally speaking, article material resulting from CMU database searches is abundant and includes content from scholarly, peer-reviewed journals as well as

from popular titles, all of which may be useful for Mass Communications research and studies.
More specifically:

Communication & Mass Media Complete [searched: "computer information systems" OR "business communication" OR "data processing" OR "information technology"] – Over 120,000 search results, nearly 60,000 of which were published since 2000 and are available full-text (over 20,000 from academic journals). Scholarly/Peer reviewed publications returning a significant number of full-text available results include: *Journalism Studies*; *Journalism*; *Journalism & Mass Communication Quarterly*; *Media, Culture, & Society*; *Public Relations Quarterly*; *Mass Communication & Society*; *Newspaper Research Journal*; *Journalism & Mass Communication Educator*; *Journal of Mass Media Ethics*; *American Journalism*; *Journalism Practice*; *Journalism History*; and *Political Communication*. Non-scholarly publications prominent within the search results include: *Advertising Age*; *Broadcast & Cable*; *Columbia Journalism Review*; *Quill*; *Nieman Reports*; *American Journalism Review*; *Communication: Journalism Education Today*; and *News Media & the Law*.

Business Source Complete [searched: "mass communication" OR journalism OR "mass media" OR "media theory" OR storytelling OR "media law" OR "media ethics" OR "social media" OR "public relations"] – nearly 190,000 search results returned, over 165,000 of which are within our subscription and are available full-text (including roughly 18,000 scholarly, peer-reviewed items returned from 2005-2015). Scholarly, peer-reviewed publications returning a significant number of full-text available results include: *Public Relations Tactics*; *Journalism & Mass Communication Quarterly*; *European Journal of Communication*; *Journal of Mass Media Ethics*; *Journal of Broadcasting & Electronic Media*; *Journal of Communication*; *Journal of Public Relations Research*; and *International Journal of Press/Politics*. Additional, non-scholarly publications with many results from this search include: the *Wall Street Journal*; *Campaign (UK)*; *Advertising Age*; *MediaWeek*; *AdWeek*; *PRWeek*; *Broadcasting & Cable*; and *New Media Age*.

ProQuest Newspapers [searched: "mass communication" OR journalism OR "mass media" OR "media theory" OR storytelling OR "media law" OR "media ethics" OR "social media" OR "public relations"] – over 238,000 search results, over 230,000 of which are available full text; 134,000 articles published since 2000 and 74,000 since 2010 (lots of current content). Results are from the following sources: the *New York Times*, *The Washington Post*, the *Los Angeles Times*, *Wall Street Journal*, *The Christian Science Monitor*, *New York Times Magazine*, *New York Times (Online)*, *New York Times Book Review*, and *WSJ: the Magazine from the Wall Street Journal*.

SocIndex & PsycInfo [searched: "mass communication" OR journalism OR "mass media" OR "media theory" OR storytelling OR "media law" OR "media ethics" OR "social media" OR "public relations"] – over 52,000 results published between 2000 and 2015 (and 40,000 are from scholarly journals). Scholarly journal titles from the nearly 30,000 full-text available results (roughly evenly split between SocIndex and PsycInfo) include: the *Mass Communication & Society*; *New Media & Society*; *Media, Culture, & Society*; *American Behavioral Scientist*; *Journal of Communication*; *Newspaper Research Journal*; and *Political Research, Organization, and Design*.

Google Scholar – Topics related to Mass Communication can appear in many different library-subscribed databases as well as in resources to which we do not subscribe. Bringing Google Scholar (scholar.google.com) into literature searches for Mass Communication-related topics should broaden the “net” cast by the researcher in valuable and interesting ways. A test search for → "mass communication" OR journalism OR "mass media" OR "media theory" OR storytelling OR "media law" OR "media ethics" OR "social media" OR "public relations" → leads to well over 1.4 million search results

(20,000 since the year 2010). Amending **search settings** (Settings → Library links → Colorado Mesa University – full-text available → Save) allows for convenient (though not exhaustive) linking between Google Scholar results and CMU resources (on- and off-campus). Links for **Related articles** and **Cited by** results in search avenues that can also prove useful for researchers.

NOTE: For periodicals to which we do not subscribe and/or articles for which we do not offer full-text access, **Interlibrary loan** is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

E. Films on Demand (eVideos)

Tomlinson Library subscribes to Films on Demand, an educational video resource, which has videos and video segments available through our catalog as eVideos that can be viewed 24/7 and/or embedded into D2L course pages. eVideos of potential interest to Mass Communication students and/or instructors may include:

- *Mass Media in Society.* (28 minutes)
- *Jihad TV: Terrorism and Mass Media.* (48 minutes)
- *Media Ethics.* (28 minutes)
- *Social Media for Business Marketing.* (30 minutes)
- *Cultural Studies and the Scholarship of Journalism: James W. Carey.* (19 minutes)
- *Political Communication and Mass Communication: Steven H. Chaffee.* (23 minutes)
- *Understanding Media Literacy.* (35 minutes)
- *The Talking Picture: Impact of Mass Media in Kenya, Mali, South Africa, and Uganda.* (47 minutes)
- *Hold the Front Page!* (57 minutes)
- *TEDTalks: James Surowiecki, When Social Media Became News.* (17 minutes)
- *Red Lines and Deadlines: Inside Iran's Reformist Media.* (58 minutes)
- *Iraq: War and Truth.* (59 minutes)
- *Journalism: Yesterday and Today.* (46 minutes)
- *Jon Stewart on Humor and an Informed Public.* (55 minutes)
- *Reporters and Reporting.* (218 minutes)
- *Martin Adler: The War Reporter.* (52 minutes)
- *Ratings vs. Journalism: Going Live With Breaking News.* (20 minutes)

II. Evaluation of the Total Collection:

- a. **Strengths:** With regard to monographic content, the Library has sufficient, and sufficiently current, content. A wide range of print books are available, and a smaller but strong set of eBooks compliments the print collection. While we could have more eBooks for this discipline, there are few online course sections offered through this department so the need to push eBook purchases here is minimal. In terms of electronic database resources and periodical content, we are quite strong here, due in particular to our Business-related subscriptions, the multidisciplinary nature of Mass Communications work/research/topics, and our electronic newspaper holdings. We also provide access to many of the top scholarly journals within the field and can thus guarantee our students have top research at their fingertips.

b. **Weaknesses:** It would be useful to keep an eye out for more, or more recent, reference titles of potential interest to this department. Additionally, we have several new faculty members within Mass Communications and there may be a need to collect more within their primary areas of research—though one is “media literacy” and we currently do make efforts to collect there. As the department’s courses shift and change, this collection will also need to be agile, to make sure that top concerns of the Mass Communications field are brought into our holdings. Continued discussion with departmental faculty will be most useful in making sure that this particular department’s collection remains current.

III. **Recommendations:** Based on the findings in this assessment, several avenues for acquisitions have been identified, including titles supporting new faculty research, new avenues of research/conversation in mass communications / mass media, and additional, highly useful reference titles for this subject area.

IV. **Library Research Support Statement:**

The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as through an “**embedded librarian**” in the D2L environments of course sections. The Library can also create **research / course guides** for course sections, and entire subjects (i.e., Mass Communications) – tailoring links, tools, e-reserve access, and more to the students and the topic of that section, course, or subject area.

Course Guides & Subject Guides: 4 currently in development...

- Media Literacy Subject Guide (with Dr. Megan Fromm)
- Mass Communication Subject Guide
- Emerging Media Course Guide (MASS 441, with Instructor Adam Cochran)
- Senior Seminar Course Guide (MASS 494)

Library Instruction History (by academic year):

- 2012-2013: 1 MASS 494 session, Spring 2013
- 2013-2014: 1 MASS 494 session, Spring 2014
- 2014-2015: Fall 2014 sessions: 1 MASS 494, 1 MASS 140, librarian embedded in MASS 110 online section(s); Spring 2015 sessions: 1 MASS 494, 1 MASS 441, embedded in MASS 110 online section(s)
- 2015-2016 to date: 1 MASS 494, 2 MASS 140, embedded in MASS 110 online section(s).

Mass Communication faculty have become very supportive of and consistent with instructional sessions and embedded librarian options in a variety of their courses, and have shown an interest in collaborating with librarians on subject and course guides relevant to Mass Communications studies and students.

Library Director: Sylvia L. Rael **Date:** 10/30/15

Appendix M

M. Facilities

Colorado Mesa University Mass Communication: Physical facilities, Instructional technology and Equipment.

The Colorado Mesa University Mass Communication program entered a new era with the move into Escalante Hall in August of 2014. This move expanded the educational opportunities for students in the program by increasing the number of computer classrooms available to two, and the number of computers from 48 to 60. The media production capabilities enlarged with a new high definition television studio, audio production lab and auxiliary studio. Escalante Hall also provides access to 8 classrooms, 3 lecture classrooms and 18 seminar rooms, which allows Mass Communication students and faculty to work in an outstanding environment.

The backbone of the instructional facilities is the computer lab, outfitted with 30 iMacs for the students. The lecture console serves instruction with an iMac, Blu Ray player, document camera, wireless display and external device connectivity. All sources, lighting and HD projection are controlled through the intuitive Crestron touch panels. The iMacs boast the Adobe CC software for multi-media creation and manipulation. This holds throughout the department, including the 10 iMacs in the new Mass Communications library. Updates to the software occur after every term so students work with the latest version for their projects.

The new High Definition television studio, built through a partnership with Rocky Mountain Public Broadcasting Network, Inc., provides real-world experience for Mass Communication students with precisely integrated video and audio facilities. The capabilities of the television studio include; a multi-effect level Ross Carbonite production switcher, real-time animation graphics with a Ross Expression character generator, record and playback with Sony XDCam videodisc recorders, edit with Adobe or Avid, and analog/digital audio production with a Yamaha DM1000 mixer. The flexible design of the facilities allows for use of the three Sony HX100 High Definition cameras in either the large, 1400 square foot main television studio with its full cyclorama, Chroma key wall, or in the 720 square foot auxiliary studio for more intimate productions. The video production room, 364 square feet, and the audio production control room, 160 square feet, provide ample space for student instruction, as well as instructional support through the use of ceiling mounted PTZ cameras for overhead views of production equipment demonstrations.

The new 626 square foot audio lab offers theater/lecture hall seating for instruction in Dolby 7.1 Surround Sound production utilizing Logic Pro X or Garage Band software. The space design allows for precise vocal recording without distracting reverb or noise. Again, a ceiling mounted PTZ camera for overhead views of production equipment demonstrations on an 80-inch monitor supports instruction. The audio production lab seamlessly integrates audio from either of the television studios with their 32 total source capability.

Finally, the fully stocked checkout/storage room gives students the opportunity demonstrate understanding of application practices through use of video and DSLR cameras, as well as field audio recording equipment. As of 2015, the equipment available includes seven Sony HXCR-70U HD cameras, four Canon Rebel T5i's, three Canon Rebel T3i's, four Power Shots, six Handy-Cams and two Go Pros. Other supplemental equipment is also available for checkout for more creative endeavors with lighting, audio and camera manipulation.

Escalante Hall highlights:

Square Feet

- Main Floor - 26,917 square feet
- Second Floor - 25,430 square feet
- Third Floor: 24,541 square feet
- Total - 76,888 square feet

Main Floor:

- Classrooms - 2
 - 980 square feet
 - 969 square feet
- Seminar Rooms – 5
 - 438 square feet
 - 649 square feet
 - 592 square feet
 - 806 square feet
 - 468 square feet
- Computer Classrooms - 2
 - 1346 square feet
 - 1535 square feet
- Offices - 4
- Green Room
- Main TV Studio
- Audio Control Room
- Video Production Control Room
- Audio Production Laboratory
- Auxiliary TV Studio
- Mass Communications Library and Meeting Room
- Checkout and Storage Room - 629.00 square feet

Second Floor:

- Classrooms - 2
 - 730 square feet
 - 703 square feet
- Seminar Rooms – 5
 - 273 square feet
 - 333 square feet
 - 381 square feet
 - 774 square feet
 - 284 square feet
- Lecture Hall - 1131 square feet
- Computer lab - 1539 square feet
- Offices - 39

Third Floor:

- Classroom - 4
 - 930 square feet
 - 734 square feet
 - 654 square feet
 - 726 square feet
- Seminar Rooms - 8
 - 654 square feet
 - 483 square feet
 - 530 square feet
 - 529 square feet
 - 282 square feet

- 568 square feet
 - 551 square feet
 - 553 square feet
- Lecture Classrooms - 2
 - 1111 square feet
 - 1219 square feet
- Computer Labs - 2
 - 615 square feet
 - 1197 square feet
- Conference Room - 574 square feet

Appendix N

N. Examples of Course Specific Assessments

MASS 142 SLO 2, 7

Media Software Applications introduces students to six platforms used professionally throughout the journalism, PR, broadcast, and emerging media industries. The class offers a project-based curriculum using modified flipped-classroom methods. Students produce 2 projects each for GarageBand, iMovie, Photoshop, Illustrator, and InDesign all while developing a command of the Mac OS X platform. Using a rubric-based assessment method, student projects are required to implement standard the most common tools and procedures. Therefore 100 percent of students who complete the course demonstrate at least a fundamental command of the software that they will continue to use in future courses (MASS 144, 271, 342, 352, 372, 442, 452, and 471).

MASS 144, SLO 4, 5, 8

Multimedia Storytelling

Promotes the use of software and hardware to create storytelling content that is engaging and effective. The class offers a project-based curriculum using modified flipped-classroom methods. Students demonstrate a command of concepts such as narrative structure, point-of-view, empathy, distress, and persuasion through images, written word, video and audio. Skills acquired in MASS 142 are built upon and practiced. The final project incorporates video editing, sound mixing, scripting, and graphics to communicate an engaging story. All projects are evaluated using a rubric outlining concrete professional standards and practices. 100 percent of students who have completed the course have demonstrated the ability to implement the software tools and storytelling concepts to a degree that sufficiently prepares them for the next level of course work within the program (271, 342, 352, 372, 442, 452, and 471).

MASS 213, SLO 3

Introduction to Media Writing meets criteria for specialized knowledge. The assignment that addressed specialized knowledge required students to justify their decisions about ethical dilemmas in mass communication. After learning several ethical models, they analyzed discussed a real-life dilemma involving a magazine photo depicting a dead soldier in a casket. Asked to decide whether the photo should have been published, this assignment demanded that they use an ethical model to justify their answers. Average score was 82.

MASS 213, SLO #4

Introduction to Media Writing also meets criteria for communication fluency. The assignment that addressed this student learning outcome was the final news story of the semester. It required students to write a compelling story based on interviews with at least three sources about the community's economy. Proper grammar, well-organized facts and professional story-telling techniques were expected. Average score was 86%.

MASS 310 SLO #1

Media Law and Ethics is structured for the journalist with particular emphasis on the United States Constitution, federal and state statutes, and case law interpreting the same. The course is designed around a critical thinking rubric wherein students are required to apply relevant legal and ethical theory through case studies and real life dilemmas. Because ethics has taken center-stage, commencing in spring 2016, a new assessment tool will be initiated to plot students' ethics acumen.

EXIT EXAM SLO #7 & 8

Mass communication majors take an exit exam (prior to graduation) that meets the criteria for applied learning and communication fluency. This exam is a writing assignment that requires students to read and

analyze a lengthy and disorganized list of facts, and to create an accurate, clear and concise article that will function as a news story (print or broadcast) or a news release (public relations). In the most recent semester (spring 2015), 70 percent of the class scored above a C grade. A year earlier, the results were poorer: only 62 percent of the class scored above a C grade. If this trend continues, it would seem to indicate that student writing and reporting skills are improving and they are becoming better prepared for a career in communications.

Appendix O

O. Detailed Internship Evaluation

	Excellent	Good	Satisfactory	Needs Improvement
Professionalism	9	3		
Punctuality	8	4		
Quality of Work	8	4		
Quantity of Work	8	4		
Cooperativeness	10	2		
General attitude	9	3		
Independence	6	5	1	
Initiative	6	5	1	
Following Instruction	8	4		
Adapts Quickly	6	6		
Approp. Appearance/Dress	8	4		
Analytical	5	5	1	
Ethical	8	4		
Writing	7	4	1	
Reporting	7	5		
Interviewing	6	3	1	
Listeining	8	4		
Accuracy	7	5		
Editing	6	4	1	
Spelling	6	4	1	
Objectivity	6	5		
Designing	6	5		
Oral Communication	5	5	2	
Social/New Media	5	4		
Computer	9	2		
Camera/Photography	8	2		
Audio Equipment	7	2		
Video Equipment	6	2		

Value of having an internship for your company/ industry, and/or the University?

- Having Jordance assist our live events effort was essential to the team's successful production of several important events this summer and fall.
- Our coverage has improved in the last eight weeks. She has provided stories and photos and given the other reporters a breather.
- A CMU intern provides us the opportunity to expand our presence, implement new strategies and reach a larger audience.
- Interns help us accomplish marketing goals and to stay abreast of trends and new media.
- Our summer internship program allows us to pursue a variety of new marketing initiatives and continue ongoing efforts during our peak season, testing out new ideas and concepts across a wide array of markets. The interns' ability to tackle a varied spectrum of projects during this period enables us to engage existing customers while widening our focus to broaden our clientele.

- It has been very valuable having an intern. Mia has owned many of the duties of Radio Room studios, writing news releases, mass emails, and scheduling volunteers, researching boards for background and getting press lists.
- This is the first year of having interns from CMU in public affairs. The internship is valuable in helping to create communication products and extra capacity for public goods.
- Interns are a great opportunity to teach them about opportunities in the non-profit world. Also provides added capacity in our efforts.
- A CMU intern provides us the opportunity to expand our presence, implement new strategies and reach a larger audience.
- This is our first year of having interns from CMU in public affairs. The internship is Valuable in helping to create communication products and extra capacity for public products.
- Levi Myer was the Internet Interpretation/K-12 Education Intern during the summer of 2015. Levi's performance has been exceptional. He developed, produced, and completed multiple videos that will assist us in promoting our Skype in the classroom program. These videos were outstanding, professional, and exactly what we were hoping for when we assigned them at the beginning of the summer. Levi also brought a fresh and knowledgeable voice to our goals for internet content creation and effective methods of using social media to communicate with our varied audiences. This will not only help the education department move forward, but also the overall strategies of social media marketing and messaging for the Center as a whole.
- Very high value. Would do again. Great to have young person's perspective and ideas.
- Gaining fresh insight and perspective of the business from the intern.
- The March of Dimes strives to work with the community for volunteer opportunities. The Western Slope office is a small in terms of staff and volunteers help make our office thrive. The Internship role is vital to our organization to help with projects and tasks that improve our community efforts. Interns relieve stress and add to our team to insure success in our Division.
- Having an internship in my office has been very beneficial. The National MS Society is a non-profit organization and it is very helpful when we can utilize interns and volunteers to help us reduce cost of staff. I believe it is equally, if not more, important for the experience an intern receives from an effective internship. Employers are looking for people not only with a college degree, but experience, to recruit and fill positions. Internships provide this opportunity for students to have those experiences to better equip themselves for the job market upon graduation.
- High value. This internship allows PSAV to give students a potential career path in an industry that is sometimes overlooked.
- The March of Dimes strives to work with the community for volunteer opportunities. The Western Slope office is a small in terms of staff and volunteers help make our office thrive. The Internship role is vital to our organization to help with projects and tasks that improve our community efforts. Interns relieve stress and add to our team to insure success in our Division.
- Having Sonha as our intern was a great value for us. Another intern with less initiative would struggle.
- Provides a fresh perspective on design trends.
- The PFF organization is all about networking filmmakers with other filmmakers – students are a BIG part of that equation.
- Great value, special skills that enable GJFD to provide more information to our community.
- Working with the University has proven to be a beneficial partnership for the Mesa County Libraries. Our venture into the world of digitization has put us in a position where we need people who have a set of specific skills. The interns we have worked with usually start with a

good, base of knowledge and then learn more as their time with us progresses. There is usually a back and forth learning process where each student brings something unique to the table so that we are gaining information from them as well. It helps to invigorate and inspire staff when we add new faces to the mix. I believe it also helps spread word of our digitizing projects when we bring in someone who is unfamiliar with our goals. Once they see the bigger picture of what we want to do it puts a lot of the smaller projects into perspective. All the tiny pieces become a bigger whole.

- Aimee was incredible this summer. She was hired to proof display ads but also performed many more tasks (including writing and editing editorial, proofing flats, ect)
- Hands-on experience and a chance to appear on-air and put together a legit tape that could get you a hob in the business.
- Not only does it support our institutions of higher learning, it gives us a preview of potential future employers.
- Extremely valuable
- It has been a learning experience for all of us. It was nice to experiment with having a new position in the store without having to commit to another employee. Being able to explore the advantages of having someone like that could turn into a permanent position.
- Intern provides a young, fresh perspective and is excellent trial period for future hires.
- The March of Dimes strives to work with the community for volunteer opportunities. The Western Slope office is a small in terms of staff and volunteers help make our office thrive. The Internship role is vital to our organization to help with projects and tasks that improve our community efforts. Interns relieve stress and add to our team to insure success in our Division.

Student intern's main strengths?

- Jordance shared excellent attention to detail; she completed tasks on time and high quality manner; she has excellent organizational skills.
- Willingness to jump into any story or assignment. Connection to community, productivity.
- Brian has some very strong strengths in photo journalism. He did a wonderful job reporting on many of our events and captured some wonderful images doing so.
- Knowledgeable about social media; very punctual; very dependable; completes assignments.
- It was a pleasure having Lindsey as part of our team this summer for many reasons, chief among them her desire and excitement to tackle a far-reaching spectrum of projects. Regardless of the project at hand, Lindsey was eager to connect with the work at hand, whether it was researched-based, involving writing or social media efforts, or assisted in fleshing different aspects of our internal operations.
- Mia is very professional and always upbeat and a great "face" for KAFM. Doing the mass emails, Mia always gave them her creative flair.
- Very personable and even-keeled personality. Good technical skills. Willing to experience new things and work on projects to meet deadlines.
- Rhemington is extremely original, hardworking, fast, and tech savvy.
- Brian has some very strong strengths in photo journalism. He did a wonderful job reporting on many of our events and captured some wonderful images doing so.
- Good planning and organizational skills. Communicates well and has a good grasp of needs for products. Good photography skills and safety conscious.
- I was impressed by Levi's professionalism and his fantastic storytelling through video. He was always willing to jump in and help with other educational projects and programs in the summer. He was a great team player, and I would not hesitate to hire him back. We had high

expectations and outlined goals for Levi during his 10-week internship. He rose to the occasion and ultimately exceeded our expectations by producing six videos, whose outcomes far exceeded products created by professionals in similar positions.

- Creative vision, maturity, ability to work with others.
- Personable, knowledgeable of restaurant.
- Tara was very eager to join the March of Dimes team and complete her internship. She was always willing to learn and try new things. Tara became the point of contact for our first Father's Day BBQ event in partnership with Hilltop Community Resources. I was very impressed by her tenacity to connect with potential event vendors. Tara reached out to many family friendly business and pitched the idea of getting involved, marketing the event and March of Dimes. Although the event was not a success, we all learned new ways to approach a new event and partner with another community non-profit. Tara had a minimal role in our MUDD volleyball event but learned a great deal of event planning while working at the event. She was given a number of random tasks to help the event run smoothly. Tara's focus then turned to our fall Signature Chefs event in helping secure auction items. Maintaining constant communication with our community director and organizing the data tracking system.
- Chelsea is a very outgoing person. She seems to feel comfortable talking to anyone she comes across which is a great trait to have in this industry since we are in constant contact with people in the community. She is also very flexible. Anytime I have asked her to do something, she has been very accepting.
- Audio applications, working independently, attendance promptness, and working as a team player.
- Jack played a huge role in our MUDD volleyball event becoming the point of contact for participants. Jack maintained bi-weekly email communications with all teams and sponsors. These communications continued to keep event goers engaged and informed as well as accommodate sponsorship benefits. Jack took responsibility of learning the internal details of the event and sharing it with others in an understandable way. On event day, Jack dug in and helped with all areas including set-up, tickets sales and even our event photographer. Jack spent a small amount of time following up on auction requests for Signature Chefs.
- Sonja is adaptable and helped out in many areas. Her ability to be flexible was a major strength.
- Always ready to jump in on a project. Willingness to learn, open to critique and feedback, positive attitude. On time, and consistently have pulling a full day's work.
- I know that I can always rely on Chris to jump in at a moment's notice – reliability is huge in this business.
- Detail and organization, Creative ideas, Personality.
- Kyle's main strengths are his well-rounded skill set with hardware and software as well as his willingness to help work on any project and help his coworkers. Kyle is always up for learning something new and will go the extra mile to pass that knowledge along to others in the department. He has demonstrated an aptitude for working with all facets of the videography process and isn't afraid to ask questions. He seeks the criticism and opinions of others in his work and is able to provide critique in a constructive manner.
- Her ability to remain calm, focused and productive at deadline when there is literally chaos all around.
- Annie is incredibly skilled in verbal/written communication as well as organized.
- Max is very talented and willing to do the work necessary to become better and do a good job. He learns quickly, understands objections and has a solid overall understanding of what to do to be a good professional in this business.

- His uniting, it is excellent.
- Efficient, organized, personable, knowledgeable with social media, asks questions to keep staff on task.
- She is a great self-starter and always has new ideas that she is trying to get going. Also she has the ability to take someone else's idea and with very little direction, take it and run with it and turn it into reality.
- Organized, positive, inquisitive, open to direction, patient, energetic
- Brittany had her hand in a large amount of back end detailed responsibility for our MUDD Volleyball event and executed wonderfully. One event day, Brittany stepped up and filled in as needed. The pre-planning for the event made all the difference for additional volunteers that day. Brittany also created a new partnership plan with School District 51 to increase awareness, education and fundraising components for March of Dimes. Those plans will begin to unfold in the coming months. Having well planned projects leaves an easy path for success during the heat of the moment. This plan will create a better flow and communication venue for all parties. Brittany was able to jump in during other small projects and provide help, guidance and ideas throughout her time at March of Dimes.

Student intern's main area(s) needing improvement?

- No areas in need of improvement. She was outstanding.
- In depth reporting.
- Brian could use more experience with public speaking and confidence when interviewing.
- Focus on quality versus quantity; take more initiative.
- One area where in which we would have liked to see improvement was taking the initiative to suggest new ideas or projects. However, given the amount (and variety) of projects in the mix at the company at any given time, I can also understand how this may have been a daunting prospect, and this was further offset by her willingness to take on projects as they arose.
- The only thing I would change was to not wear short shorts in the office. She did always look great and it is community radio.
- Verbal communication-asking questions to define work/task and initiative to engage in additional dialogue around the task needed, for clarity and understanding.
- Rhemington's skills are above average for her age/ experience level. She will only benefit from increased experience and confidence.
- Brian could use more experience with public speaking and confidence when interviewing.
- Assertiveness in groups and communication.
- I believe that Levi brought very strong skills to this internship that will serve him well in the future. As he continues to build these skills, his work will continue to provide excellent storytelling and messaging.
- Probably will need a better bicycle at some point!
- Seems like she has a lot on her plate.
- Tara's enthusiasm seemed to deflate as the summer progressed. She struggled to multitask during MUDD volleyball and grew frustrated with her tasks. Internally, the use of predesigned tracking systems were not accurately maintained and resulted in clean up time spent by others. Allowing personality to come through during calls seemed forced and scripted.
- Chelsea has improved since midterm evaluation, but can continue to improve on her independence and initiative. She is very smart and capable and does whatever she is asked to do, but she needs to find a bit more confidence to move forward with a task or project on her own without further direction. Chelsea has a professional attitude and is able to communicate in

a professional manner, but dress attire can be improved on when it comes to presenting a professional appearance.

- Details associated with setting up AV equipment for events: cleaner cable runs and taping of cords and cables example.
- Jack brings a wealth of writing ability with him, however we found some communications to be too lengthy for the particular task. I felt his writing skills may have gotten the best of him when trying to market MUDD volleyball in a fun, quick manner. Jack struggled to think ahead to the next task and initiate projects, resulting in continual reminders of daily and weekly goals.
- Create a balance between work and internship duties were a challenge in the beginning of the semester, however Chris was able to turn that around by focusing on scheduling his time more efficiently.
- Decision making and firm directive counseling to people she is directing. Do not be afraid of a little confrontation.
- By his own admission, Kyle wants to improve in all facets of video production. While his current level of proficiency is good, he understands that to be successful he can't be satisfied with those results. Constant improvement is necessary to achieve better results. Kyle sometimes lacks organization in his projects, but this is a common problem and one that is easily mended. As long as he keeps a positive outlook about work and beyond he will be fine.
- Experience that will only come with time.
- None that I can think of.....
- Max's writing is coming along and with a chance to go on air without me here, I'm sure it'll come along even better.
- Speed, but this is typical of nearly all college students. Our staff reporters typically must write 2-4 stories per day.
- Phone messaging – ask more questions – suggest to assist directly.
- That she's back to school and not here all the time anymore! The writing style that she uses is very much like a newspaper. In some cases that is what you want but it doesn't work for everything.
- For the event production industry the improvements would be around technical knowledge which comes with time and experience. Continue double-checking her work product.
- Brittany was able to make significant improvements from her mid-term evaluation and began working independently the remaining time with March of Dimes. I feel she will continue to grow in this area as she gains more experience.

How does the student rank when comparing with other college interns?

- Excellent
- Good
- Good
- Excellent-Good
- Good
- Excellent
- Good
- Good
- Excellent
- Excellent
- Excellent
- Good

- Satisfactory
- Good
- Excellent
- Good
- Excellent
- Good
- Excellent
- Excellent
- Excellent
- Excellent
- Excellent
- Excellent
- Excellent
- Excellent
- Excellent
- Good

Additional comments:

- Jordance was a true pleasure. She handled a rather stressful environment in a very professional manner. Very much enjoyed her involvement in our business.
- Brian has been a valuable addition to our team this semester. I hope he considers continuing on as a public affairs volunteer for the Red Cross.
- We enjoyed having Arianna at the city of Golden this summer and appreciate all of her hard work and social media knowledge.
- It was a pleasure having Lindsey aboard this summer. Her presence was a warm, friendly one and we would gladly have her back without hesitation. We're very grateful for all of her hard work on our behalf and are thoroughly pleased with her performance as an intern.
- There were a lot of different aspects to the job Mia was doing, and sometimes I felt Mia waited for more direction from me. Possibly I was not clear. I was hoping Mia would have the opportunity to do more production. Every job Mia did was done well. Mia was a joy to work with and an asset to KAFM.
- Ben had a longer transition from the education setting to working as an "employee" in a professional setting where work assigned is not specifically defined (purposely) to allow for creativity, design input and development from a personal perspective, while creating products suited to a broad audience. This is one of the distinctions in working in public affairs-information is general and it's a learned task to design and transition that into useful products. Ben internalized his communication and after discussion with him, communication greatly improved and he sought more information and feedback and asked more questions. The highlight of his internship, I believe, was fire-school. This training opened up ideas for his future. Ben has strengths in writing and in photography/videography. I was not aware of his love for writing until I read his final internship report-had I known that, we could have tailored more projects for him in that direction. I appreciate his extra effort to improve and overcome barriers. That's what internships are about.
- Brian has been a valuable addition to our team this semester. I hope he considers continuing on as a public affairs volunteer for the Red Cross.
- Amanda has been the driver of this team of interns. She is organized and plans her time and the work requirements to accomplish tasks. She loves the outdoors and this shows in her work and

her enthusiasm for field work. She has also had the added responsibility for driving the vehicle for work and has been very safety conscious in doing so.

- It was a pleasure to work with Matt and we hope to collaborate on other projects in the future.
- Chelsea has definitely grown in these last few months. She has become a better listener and has improved on taking initiative. It has been a pleasure having her as an intern. As with anything, there is always room for improvement and Chelsea will do well in her future.
- Cache has been very helpful and a good addition to our team. He has completed all duties assigned to him with a positive attitude. I would definitely hire him if an entry level position opened up.
- Sonja is bright, affable and a quick learner. She will do well with any organization.
- Kenny was super motivated and always willing to give a 100%. Timely, and ready to work every day. What was lacking from him this particular internship was more design training or experience. Also needed stronger indesign skills. This internship is a very specific and focused position in design and interns need to have some formal training.
- One of my best interns!
- Aimee has done such a wonderful job that we have asked her to continue working when her needed internship hours are completed.
- Annie was an amazing asset to the team this summer. I am impressed with her skills as compared to interns at other schools. Annie is being considered for full time hire in Jan 2014. Call if you have any other questions.
- Chris is a gifted writer. The sky is the limit for him. We enjoyed having him here.
- Ariel is an excellent choice for an event production position or public relations.
- Brittany was a pleasure to work with.

Appendix P

P. Alumni Survey Results for Mass Communication Graduates - 2015											
(n size of 34)											
Undergraduate Degree Questions											
Overall, how satisfied are you with your undergraduate education?											
		#	%								
	Very Satisfied	15	44.1%								
	Generally satisfied	17	50.0%								
	Ambivalent	1	2.9%								
	Generally Dissatisfied	1	2.9%								
	Very Dissatisfied	0	0.0%								
Based on what you know now, how well do you think your undergraduate experience prepared you to:											
		Very Well		More than Adequate		Adequate		Less Than Adequate		Very Poor	
		#	%	#	%	#	%	#	%	#	%
	Communicate effectively in the English Language	21	61.8	11	32.4	2	5.9	0	0.0	0	0.0
	Understand the structure and discipline of mathematical thought in problem solving	6	17.6	10	29.4	15	44.1	2	5.9	1	2.9
	Be aware of the great philosophical issues which have endured through the ages	8	23.5	9	26.5	12	35.3	5	14.7	0	0.0
	Have an understanding of the multicultural nature of our world	14	41.2	10	29.4	6	17.6	4	11.8	0	0.0
	Think critically	19	57.6	11	33.3	3	9.1	0	0.0	0	0.0
	Have an understanding of the complexities of social systems	10	30.3	16	48.5	5	15.2	2	6.1	0	0.0
	Have knowledge of the natural world	11	32.4	13	38.2	7	20.6	3	8.8	0	0.0
	Appreciate the contributions of literature to our perception of the world	12	35.3	9	26.5	11	32.4	2	5.9	0	0.0

Appreciate the aesthetic spirit of humanity through the arts	13	38.2	12	35.3	7	20.6	2	5.9	0	0.0
Possess the knowledge necessary to achieve a healthy lifestyle	12	35.3	13	38.2	8	23.5	0	0.0	1	2.9
Acquire knowledge on your own	20	60.6	6	18.2	7	21.2	0	0.0	0	0.0
Be an effective leader	20	58.8	11	32.4	2	5.9	1	2.9	0	0.0

While an undergraduate, about how often did you have conversations with faculty outside of class?

	#	%								
Never	0	0.0								
Rarely (1-2 times per semester)	2	5.9								
Occasionally (3-5 times per semester)	4	11.8								
Often (once every two weeks)	8	23.5								
Very Often (at least once a week)	20	58.8								

Would you encourage a current high school senior to attend CMU?

	#	%								
Definitely Would	25	73.5								
Probably Would	7	20.6								
Maybe	2	5.9								
Probably Would Not	0	0.0								
Definitely Would Not	0	0.0								

Undergraduate Degree Questions (continued)

In what year did you graduate from the major/certificate you chose above?

	#	%								
2014	3	9.1								
2013	6	18.2								
2012	13	39.4								
2011	4	12.1								

	2010	4	12.1								
	2009	3	9.1								
	Other	0	0.0								
How would you rate the overall quality of your education within that degree/certificate program?											
		#	%								
	Very High	9	26.5								
	High	17	50.0								
	Average	8	23.5								
	Low	0	0.0								
	Very Low	0	0.0%								
Mass Communications Questions											
If you are employed, did your advisor or any other CMU faculty play a significant role in helping you find/acquire a job?											
		#	%								
	Yes	9	27.3								
	No	24	72.7								
How beneficial was your internship experience in preparing you for your career?											
		#	%								
	Not beneficial at all	5	14.7								
	Slightly beneficial	3	8.8								
	Moderately beneficial	10	29.4								
	Very beneficial	16	47.1								
	NA	0	0.0								
Based on your experience since graduation which of the following elements of CMU's Mass Communications program should be emphasized or de-emphasized?											
		Increase Emphasis		Same		Decrease Emphasis		NA			
		#	%	#	%	#	%	#	%		
	Writing	15	44.1	19	55.9	0	0.0	0	0.0		
	Social Media Applications	21	61.8	12	35.3	1	2.9	0	0.0		
	Ethics	11	32.4	23	67.6	0	0.0	0	0.0		
	Data literacy/analysis	17	50.0	12	35.3	4	11.8	1	2.9		
	Research/Theory	10	29.4	21	61.8	3	8.8	0	0.0		

If you are enrolled in continuing education, why did you enroll? Select all that apply.											
# of times checked											
Required for position	1										
Increased salary	4										
To defer loans	0										
To achieve greater enlightenment	8										
How well did your undergraduate experience prepare you for being able to objectively assess an argument or news event?											
		#	%								
Very Well	12	35.3									
More Than Adequately	12	35.3									
Adequately	8	23.5									
Less Than Adequately	2	5.9									
Very Poorly	0	0.0									
Job and Career Questions											
Are you working for pay right now?											
		#	%								
Yes, work full-time	29	85.3									
Yes, work part-time	4	11.8									
No	1	2.9									
In what type of organization is your principal employment? Mark the one best answer.											
		Self-employed in own business or professional non-group practice	0								
		Private for profit corporation/company/group/group-practice	20								
		Higher education (public or private)	2								
		Elementary or secondary education (public or private)	1								
		International organization in the US	2								
		International organization outside of the US	0								
		US Military	0								
		Federal Government (except military)	2								
		State and local government, institution, or agency (except education)	1								
		Private non-profit organization (except education and international organizations)	3								
		Other	0								

Other Responses: 501c6 & 501c3 organization, Internet Marketing			
Which of the following best describes your current position?			
		#	%
Entry Level		7	21.2
Mid-Level		20	60.6
Senior Level		3	9.1
Executive Level (except for chief executive)		3	9.1
Chief Executive (CEO, COO, CFO, GM or principal in a business of other organization)		0	0.0
How many years have you been in your current job type?			
		#	%
Less than 3 years		26	78.8
3-5 years		6	18.2
6-9 years		0	0.0
10 or more years		1	3.0
Is your current position related to your undergraduate field(s) of study?			
		#	%
Yes, related to major(s)		22	66.7
No, not related		11	33.3
Job and Career Questions (continued)			
How well did CMU prepare you for your current career?			
		#	%
Very Well		4	12.1
More than Adequately		9	27.3
Adequately		17	51.5
Less Than Adequately		1	3.0
Very Poorly		0	0.0
NA		2	6.1
What is your approximate annual gross income (before taxes)?			
		#	%
Under \$20,000		0	0.0%

	\$20,000 - \$29,999	5	18.5																
	\$30,000 - \$39,999	8	29.6																
	\$40,000 - \$49,999	7	25.9																
	\$50,000 - \$59,999	3	11.1																
	\$60,000 - \$74,999	2	7.4																
	\$75,000 - \$99,999	2	7.4																
	\$100,000 - \$149,999	0	0.0																
	\$150,000 - \$249,999	0	0.0																
	\$250,000 - \$499,999	0	0.0																
	Over \$500,000	0	0.0																
Comments about you work experience that will help improve CMU:																			
h		I work as a Marketing Coordinator, so there are elements of PR, Social Media, and lots and lots of writing. I would say the one area that I've had to improve the most is thinking about how my job helps us get to the bottom line. I'm not posting on FB or Twitter just to gain more followers, it's a means to an end and that end is getting more bodies in the doors of our businesses. In my role, I have to show that what I'm doing is working. In this way, CMU may need to consider doing more data analysis. It would be awesome if you guys started a social media analytics course that goes over the insights in FB, the analytics of Twitter, Bitly and Google Analytics and SEO. I mostly had to learn those things on my own, but I think because of its importance to businesses, it is something that may need to be added or incorporated into current classes.																	
h		Students should pay attention to their out-of-concentration course selections. Even in my current position with the federal government, the ability to remain flexible, multitask and leverage various skills to produce results under budget constraints is invaluable. Also, everyone needs to be able to write in the real world. A graduate should feel comfortable transitioning between various writing styles, from AP to technical, in order to facilitate effective strategic communications.																	
h		I should have been looking for employment in my field long before I graduated. Maybe advisers should tell seniors this. Also my internship was not relevant to the type of employment that I wanted to peruse.																	
h		If your elevator breaks, you may see me.																	
h		When I first attended CMU I had a concentration to graduate with but in the media you need to be better-rounded in all aspects. I'm very happy that CMU has gone away from that.																	
h		More real life people to come in and give presentation on what they do on a daily basis. You can learn basics, but if you don't know how or when to apply them, it's pointless.																	
h		I wish I'd learned more about interpreting data and the best ways to track analytics in the field.																	

h		Exercise the use of Excel and Outlook. More Social Media classes. I work for a Data Analytics company and I would say I'm one of the youngest people in my department. Social Media is a tool that every company can utilize but not everyone understands. Many people assume that because you're young you will have a great understanding of social media. I'm more than satisfied with my education at CMU. The Mass Comm. department made me feel like `family`.
h		Both my major and my minor prepared me in more ways than I expected for my current career and both have helped me advance within my current field.
h		All students need to have a required class for learning basic Microsoft Office functions, specifically Excel.
Why are you not currently working for pay? (Please mark all that apply)		
		# of times checked
	I chose not to enter the workforce at this time.	0
	It has been difficult to find a position in my field.	1
	It has been difficult to find a position paying an appropriate salary.	1
	I am raising a family.	0
	I am currently a student.	1
	I am doing volunteer work.	0
	I am retired.	0
	Other	2
Other Responses: Hired and waiting until May to start, N/A		
If you have comments about previous employment, work experience, or job hunting that will help improve CMU, please leave them here:		
h		The job market seems to finally be looking up a bit better, but the competition is still fierce. My best advice is not to take it personally when you don't get the job, keep those people in your network and use them to help refer you to other openings. Also, research the job you are looking at. Mine the media for clips about the company or look for them on social networks. Figure out what types of communication are working for them. Go into the interview, as if you've already been given the job and have specific recommendations for what you'd do differently.

h		I am currently working seasonally for a company called Stanford Research International. This company has contracts with the Army National Guard for making military combat training videos. My responsibility involves controlling a remote studio on an Army training base. My title is Video Take Home Package operator. I do everything in the remote tent. This involves set up and take down. I am responsible for the audio, video, and cues for the various Sergeants I work with for making a clean video. This position is part time over the summer.										
h		N/A, currently employed full time.										
h		I have a full time job, just not my dam job. (photojournalism)										
h		Encourage all seniors to attend job fairs, to look online for jobs in our degree field, and where to search locally to find a job in degree field.										
h		It's all about the internships, they help so much. I know many of my coworkers who did not have an internship requirement as part of their degree wish they had.										
h		I am currently working for pay										
Education since College												
Have you enrolled in a graduate, professional, or other degree/certificate program since graduating from CMU?												
		#	%									
	Yes	4	11.8									
	No	25	73.5									
	No, but I plan to enroll in the next two years.	5	14.7									
Are you enrolled in this program now?												
		#	%									
	Yes, I am a full-time student	1	25.0									
	Yes, I am a part-time student	1	25.0									
	No	2	50.0									
How long after you graduated from the degree/certificate program this survey pertains to did you start this program?												
		#	%									
	Immediately (following fall or spring)	2	50.0									
	1 Year later	1	25.0									
	2-3 years later	1	25.0									
	4-6 years later	0	0.0									
	7-10 years later	0	0.0									

	11 or more years later	0	0.0%																
Altogether, how many years have/did you attend(ed) further schooling? Mark the best answer.																			
		#	%																
	None	0	0.0																
	1 to 2 years	3	75.0																
	3 to 4 years	1	25.0																
	5 to 6 years	0	0.0																
	7 to 10 years	0	0.0																
	11 or more years	0	0.0																
How well did CMU prepare you for this educational program?																			
		#	%																
	Very Well	0	0.0																
	More than Adequately	0	0.0																
	Adequately	4	100.0																
	Less Than Adequately	0	0.0																
	Very Poorly	0	0.0																
	NA	0	0.0																
What level of education are/were you pursuing?																			
		#	%																
	Certificate	0	0.0																
	Associate	0	0.0																
	Baccalaureate	0	0.0																
	Post-Bacc Certificate	1	33.3																
	Master's	1	33.3																
	J.D.	1	33.3																
	Doctoral	0	0.0																
	Other	0	0.0																
In which field and program are/were you studying?																			
h	Teaching Education																		
h	Law																		
h	Journalism																		
h	Education																		
What is the name of the College/University where you attend(ed)?																			

h	Colorado Christian University																		
h	Syracuse University																		
h	Ohio University																		
h	University of Wyoming																		
Did you complete this program?																			
		#	%																
	Yes	2	50.0																
	No	0	0.0																
	In the process of finishing	2	50.0																
Other comments about furthering your education:																			
h		<p>Something my grad program jumped into more was the theory behind mass communications. It also talked about how the media portrays gender, race and class can have a stronger effect than what many communicators even know about. It was something I loved. The book they used was Race, Class and Gender in the United States by Paula Rothenberg. It was brilliant. Another way CMU can help prepare students for grad school is to maybe offer an intro to mass communication research. I had not really seen a lot of the types of research that went on in my grad program. I was behind on what a case study was, or how to do scientific survey research using media, or how to use statistical programs to prove or disprove my hypothesis.</p>																	
Suggestions for improving the degree/certificate program:																			
h		<p>The Mass Communication program offers as much as a student will take out of it. Without participating in some student media, I think students miss out on an important opportunity to learn other skills related to their field that are too subtle to teach in a class. I think that students need to learn how to measure the results of their work, because in the job market now, it is something that is expected. Employers want a person who can not only do the work, but analyze their work to prove that their efforts are moving the needle.</p>																	
h		<p>This program has grown since I have left, and I see the program going in the right direction.</p>																	
h		<p>I found the courses to be highly relevant to my current workplace environment and would not change them. The professors' natural evolution of the material matches the advances in the field of communication. They may benefit, though, from more freedom in developing non-conventional materials.</p>																	
h		<p>When I was there the radio equipment was broken. I would have taken advantage of advisors had I known who or where they were. But since I didn't, I missed out on a lot of avenues that would have helped me land a job as a photojournalist.</p>																	

h		The world is a bit emptier without the kindness and guidance of men like Prof. Tucci.
h		Offer more internships as classes. I interned at several different places, and it would have been nice to get credit for them instead of some classes that weren't as beneficial to my career choices. This would encourage students to try out different areas of Mass Communication and get the experience they need to be more hire-able after they graduate.
h		I would have benefited from increased classes focused on writing. The emphasis on writing in the program is good, however, I would have benefited from additional focused classes, such as the sports reporting or feature writing class. I think whole classes on topics such as local government, political, agricultural, education and business reporting would go a long way. In the jobs I've had, those are the primary topics I cover. More time learning how to report on something as mundane as a special use permit or a zoning hearing (and the potential impacts and angles of those stories) would have helped prepare me.
h		I think that better professors who have worked within the industry successfully would benefit the program. Professors who aren't afraid of giving Fs and being brutal. I think that the recent change in leadership as far as department head has benefited the Mass Comm program but there is more to be done than upgraded equipment. All-in-all I think that the program has generally gotten better and that there is a bright future for new Mass Communication majors!
h		I think a very helpful course that could be added is advertising sales. A course that teaches different ways to sell advertising for Radio/TV/Newspaper and etc. I think that would help add another skill students can have going into their career field
h		Enforce a higher standard for students.
Additional Comments:		
h		Wish I could have attended the program now!!! Looks great!!
h		I would love to see in the next several years that Mesa offer a Master's program for Marketing or PR. Something online would be nice so I can continue to work in my field but also further my education.
h		Great program. And Tucci will be missed.
h		Faculty were extremely supportive, involvement is CRUCIAL to success in Mass Comm degree
Demographic Questions		
What is your gender?		
	#	%
Male	12	35.3
Female	22	64.7
Prefer not to respond	0	0.0
What is your ethnicity?		
	#	%

American Indian or Alaskan Native	2	5.9																	
Asian	2	5.9																	
Black or African American	0	0.0																	
Hispanic of any race	1	2.9																	
Native Hawaiian or Pacific Islander	2	5.9																	
White	26	76.5																	
Two or more races	1	2.9																	
Race and ethnicity unknown	0	0.0																	
Non-Resident Alien (of any race or ethnicity)	0	0.0																	
Prefer not to respond	0	0.0																	
What is your current age?																			
	#	%																	
Under 21	0	0.0																	
21-24	13	38.2																	
25-34	19	55.9																	
35-44	1	2.9																	
45-54	1	2.9																	
55 or older	0	0.0																	
Prefer not to respond	0	0.0																	
Do you live in the state of Colorado?																			
	#	%																	
Yes	24	70.6																	
No	10	29.4																	
If yes, do you live in Western Colorado?																			
	#	%																	
Yes	13	41.9																	
No	18	58.1																	

Program Review: Mass Communication
Colorado Mesa University, Grand Junction Colorado
Site visit: April 22, 2016

Matthew Cecil, Ph.D.
Professor and Director, Elliott School of Communication
Wichita State University

Program Review Element	Check the appropriate selection				Provide explanation if not agree with element and/or why unable to evaluate
	Agree	Not Agree	Unable to Evaluate	Not Applicable	
The program's self-study is a realistic and accurate appraisal of the program.	X				
The program's mission and its contributions are consistent with the institution's role and mission and its strategic goals.	X				
The program's goals are being met.			X		The faculty are so focused on concerns about the nature of new hires that there doesn't seem to be a clear, long-term plan for achieving goals.
The curriculum is appropriate to the breadth, depth, and level of the discipline.		X			Students report that the 50-credit curriculum is cumbersome. A 50-credit degree constrains student choices and limits their opportunities to add knowledge from the broader campus.
Student demand/enrollment is at an expected level in the context of the institution and program's role and mission.	X				
The program's teaching-learning environment fosters success of the program's students.	X				
Program faculty members are appropriately credentialed.		X			Faculty should aim for an appropriate ratio of professional and PhD-prepared faculty.
Program faculty members actively contribute to scholarship, service, and advising.	X				
Campus facilities meet the program's needs.	X				
Equipment meets the program's needs.	X				
Instructional technology meets the program's needs.	X				
Current library resources meet the program's needs.	X				
Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.	X				
Program faculty members are involved in on-going assessment efforts.	X				
Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement.	X				
The program's articulation of its strengths and challenges is accurate/appropriate and integral to its future planning.		X			The self study fails to identify many of the programs strengths and weaknesses.

Program Review: Colorado Mesa University Mass Communication

Executive Summary

With the exception of traditional media such as newspapers and television stations, mass communication industries are an area of significant and sustained growth. There are more professional communicators at work today than at any time in history. There will be more tomorrow. While the sites of the jobs have changed, mass communication remains a strong and vibrant field offering tremendous opportunities for graduates. At many universities, mass communication programs are featured elements in efforts to attract and retain students in order to offset ever-decreasing state government contributions to higher education. Colorado Mesa University's Mass Communication program offers tremendous potential for growth. The program's strengths include:

- **Faculty:** There is a core of committed and talented faculty in place, although attracting and retaining faculty is a continuing problem. The program has attracted significant interest from students and boasts more than 200 majors. Students and graduates alike indicate satisfaction with the program and particularly with the faculty.
- **Facilities:** The program's facilities in Escalante Hall are top-notch, and include a state-of-the-art broadcast facility that would be the envy of much larger and better-funded programs. The university's IT priorities appear to align well with the needs of mass communication. Support from the library is by all accounts exemplary.
- **Administrative Support:** The administration of the department as well as central administration of the university view the program as an asset and are interested in fostering its growth and improving its quality.
- **Assessment:** The university's assessment program, shaped by national accreditation requirements, is sensible and participation by the mass communication program appears to be good.
- **Students/Alumni:** The students and alumni I met during my visit expressed strong support for the program and with a few exceptions believe they are/were generally well-served by the faculty and the program curriculum.

Given all of those positives, the program is poised for continued growth, yet significant threats remain. The most serious threat to the program's continued growth is a difficult faculty culture defined by an assumption that

mass communication is so different from other disciplines that it cannot possibly be understood by departmental or university administration. That cultural rift has been maintained through strong disagreements over the nature of new faculty hires. The department's several professionally-prepared faculty members show open disdain for the university's desire to hire to improve the program by hiring Ph.D.-prepared faculty members. This disdain has gone so far as to infect student culture with many students parroting the same lines as faculty members about the virtues of professional experience and relative lack of value of a Ph.D. for teaching in a mass communication program. Clearly, that sort of approach to the rest of the university is unhelpful. And dragging students into any faculty or administration dispute is, to say the least, unprofessional.

In this review, I have chosen to focus broadly on a few areas where action is possible and where relatively simple changes can have a dramatic impact, integrating the program better with its department and positioning it better within the university.

Overview

The mass communication program, housed in the Department of Language, Literature and Mass Communication has the potential to draw additional students to CMU. With more than 200 majors, the program is among the largest on campus. The mass communication program boasts a talented and committed group of faculty teachers/mentors and is housed in a state-of-the-art facility. The broadcast production facilities in particular are outstanding and offer enormous potential for attracting students interested in technology and broadcast and online storytelling. With sufficient investments of resources by the central administration the mass communication program should continue its growth of the past five years well into the future. With the right combination of additional resources and a more collegial working relationship with administrators, the program could become a showpiece for the campus.

In conducting the review of the program, however, several key problems were readily apparent, starting with what I might refer to as a bunker mentality. Mass communication faculty said they feel isolated and misunderstood. As a result, they have allowed themselves to become disconnected from department and university leadership. Morale among faculty in the program is low and there is a palpable feeling within the ranks of faculty that mass communication is somehow dramatically different than any other program on campus and thus is somehow terribly misunderstood by administrators.

I must say that after speaking to department and university administrators, I disagree with the faculty's assessment of the situation. Department and university leadership expressed strong support for the program, were pleased with its growth as a destination for students, and noted that there is potential for further growth and improvement. The crux of the problem appears to be a significant disagreement between faculty and administration about the nature of appropriate credentials for hiring mass communication instructional staff. Generally speaking, university and department administrators are interested in adding faculty with terminal degrees or with significant professional experience. Several mass communication faculty members, meanwhile, expressed disdain for the terminal degree as a qualification, suggesting that it was not possible to find doctoral-prepared job candidates with valid professional experience. One faculty member described the program as having achieved its "quota" of Ph.D. faculty members with the two recent hires. To say that attitude is counterproductive would be an understatement. The reality, of course, is that in a university the terminal degree is valued. The goal of mass communication faculty

should be to demonstrate appreciation for colleagues of various types and to be grateful that the university has chosen to expend resources hiring in the program.

I was disturbed to discover that students have been invited to take a side in the dispute. During both of my sessions with students (a lunch that included alumni and in Adam Cochran's class) several students were quite obviously parroting the same arguments I heard from faculty members. Their arguments were so similar that I can only conclude that the students have been briefed on the dispute. That would fit with the fairly informal relationships I observed between professional faculty and students. If true, that is a significant and disturbing breach of professionalism by any faculty member who shared that information with students. Obviously, it is imperative that students, who are under their own significant pressures, be insulated from those kinds of disputes. Interestingly, that sentiment (expressed by one student who said twice that "13 years of college doesn't teach you anything") was far from universal. While a few students were speaking in favor of professional faculty, many others in Cochran's class noted their positive experiences during the past year with the newly-hired Ph.D.-prepared faculty members. Those students also expressed concern about their perception that the program lacks rigor.

In fact, the success of the new, Ph.D.-prepared faculty members provides a counterargument to the notion that professional experience alone qualifies one to teach mass communication. The typical mass communication program does, in fact, include a mixture of professionally-prepared and terminal degree faculty. The argument that one model or the other is the only valid one is false. I have recommended to both mass communication faculty members and to departmental administration that searches be more general in nature which is just a reality at regional, comprehensive universities. Search for a generalist and look for the best possible, most qualified person from that broader pool of professionals and academics.

Curriculum

I do see some problems with the revised mass communication curriculum. The push after the last review to flatten the curriculum and eliminate silos was the right direction to go, in my opinion. However, the curriculum as it stands is a 50- or 51-credit degree which seems an excessive number of credits for any degree program that I have seen outside of the fine arts. During meetings with students, I heard several complaints about the number of mass communication credits required for the degree. Students complained that there was little room in their 120-credits for exploring outside fields and adding competencies. Other students complained about the rigid,

strategies/applications, fall/spring split in the curriculum. Missing a given strategies class meant adding another semester or even a year to their programs, according to students. I detected a fundamental disconnect between the realities of a bachelor's degree education program and the possibilities of turning out "industry ready" graduates. Anyone who has spoken at length with representatives of the industries served by mass communication programs knows that hiring managers understand that universities cannot (and should not) replicate an industry in their educational program. Hiring managers expect students to be experts in fundamentals like writing, speaking and storytelling. People in the industry expect to train graduates for their specific context. I recommend that mass communication faculty consider those facts should they choose to revise their curriculum.

Finally, the 50-credit curriculum is far too broad for a relatively small faculty to deliver effectively with student success, retention and graduation as goals. While the program at CMU is not and should not be accredited by the Accrediting Council for Education in Journalism and Mass Communication, most ACEJMC-accredited programs offer degree programs of fewer than 40 credits. ACEJMC accreditation standards require up to 80 credits outside of the major. I would hesitate to recommend a specific number to the CMU program since the faculty there know better what needs to be offered for their students and the industries they serve, but I can say without a doubt that 50-credits is too many. The faculty should, in my opinion, reconsider the total number of credits, the rigid, fall/spring strategies/applications split, and the dearth of conceptual courses should they choose to revise the curriculum.

Retention/Graduation

A more flexible degree program with fewer credits might also attract and retain more students. The graduation rate for the program is somewhat low. From 2010 to 2015, the program averaged 215 declared mass communication majors. Yet between 18 and 44 students graduated each year. In contrast, the South Dakota State University Department of Journalism and Mass Communication (a similar-sized program I am familiar with) had an average of 215 declared journalism majors between 2010 and 2015 and a five-year graduation rate of 45.2 percent. The Elliott School of Communication at Wichita State University averages approximately 400 undergraduate majors and in 2015-2016, for example, graduated 90 students. The reasons for the relatively low graduation rate for CMU mass communication students are not clear from the self-study or from the data available to the reviewer. I suspect that

the large number of credits for the degree along with some combination of a difficult student/faculty culture may be at fault. Whatever the cause, the graduation rate deserves further investigation within the department.

Assessment

Mass Communication faculty have been participating in an updated, university-wide assessment program for a couple of years. The university and program assessment plans appear entirely appropriate and faculty buy-in appears to be good. According to the university's assessment coordinator, the assessment plan could, in the future, include online portfolios with integrated assessment scoring tools. The mass communication faculty was unaware of the possibility of an online portfolio and assessment tool, but were enthusiastic about the possibilities for their students and their program. University administrators should consider including mass communication in the pilot program of the online portfolios and assessment tool. An online tool like that would make outside, professional assessment of student work much simpler and less geographically bound. The types of student work produced in mass communication classes are appropriate for assessment via this sort of tool. Finally, students in the program would benefit from a guided program of portfolio construction as well as they seek employment.

Students/Alumni Satisfaction

Student and alumni satisfaction was evaluated primarily on the basis of discussions in two venues. A lunch meeting included selected alumni and a few students. A classroom meeting included the full complement of students in a senior-level course.

Eight alumni attended my lunch meeting along with two very vocal undergraduate students. The discussion was unstructured. The more recent alums, those who had graduated under the newer curriculum, were clearly more satisfied with their experience and with the utility of their education than were alums who graduated under the prior, traditional curriculum. Most expressed appreciation for the strong mentor relationships they had developed with faculty members in the program. There were complaints about missing elements (web production, freelance business training, and coding, for example) but those sorts of gaps are simply a fact of life in smaller programs. In general, I would rate alumni satisfaction among that group, selected by mass communication faculty, as high or very high and very much reflective of the alumni survey results in the self-study.

The meeting with students in Adam Cochran's class later that included unscripted comments from a broader cross-section of students. Those comments included concerns about the 50-credit curriculum limiting options for minors or double-majors. Several students argued for more rigor and theoretical/conceptual content in the curriculum. Several students also expressed concern about the quality of some members of the faculty in ways that suggested something more than ritual complaining. Others were outspoken in their praise for faculty and all faculty members were mentioned positively during the discussion. The takeaway from that meeting was that while students are happy with their mass communication education, they are aware that the program has some gaps and weaknesses.

One useful measure of student culture and of perceived utility of a program's offerings is retention. While I received basic retention data, the graduation rate information provided in the self-study suggests that the nature of student culture and perceived quality of the program among students may be a concern going forward. I would rate undergraduate student satisfaction as good with the caveats that students seem to be aware of rifts between the faculty and administration.

Resources/Institutional Support

The reality of state-supported higher education today is that few programs have the resources they need. With more than 200 majors and a 50-credit curriculum, the mass communication program is short-staffed, although there is a current search to hire an additional faculty member. Even with six or seven full-time faculty members it would be difficult to deliver such an extensive curriculum without inconveniencing students. The faculty are clearly very committed and dedicated teachers and mentors. But they are stretched thin with large teaching loads. The program supplements instruction with what appear to be well-qualified adjuncts. The good news is that the program's budget has expanded significantly in the last six fiscal years. I am convinced as well that the university leadership values the program and views it as a potential gem. While that kind of support does not always equate to resources, it is certainly a positive when the central administration is aware of and has positive feelings about a program.

Standards/Positioning Within the University

Housed within a larger department to begin with, the mass communication faculty has adopted a sort of "bunker" mentality, walling off outsiders and declaring the program misunderstood. There have been few efforts to

reach out to the larger university for strategic partnerships that could benefit students while fostering understanding of the mass communication program across campus. It is incumbent upon the mass communication faculty to more effectively communicate their program's worth to the larger university community and to reach out to make connections across campus. At WSU, for example, we have instituted a plan of study-based curriculum where faculty have scoured campus for connections and have devised a series of "open" emphasis plans of study. For example, students can study digital cinema or sports marketing and production. Those connections have paid great dividends for the Elliott School of Communication. While I cannot recommend any specific partnerships on the CMU campus, I encourage the faculty of the mass communication program to seek out those kinds of connections and pursue them. The changing and evolving nature of the industries served by the program necessitate those kinds of connections to keep students current. And those connections can pay off for the mass communication program by highlighting its strengths to potentially valuable on-campus stakeholders.

As university stakeholders are engaged so should the faculty undertake a proactive campaign to communicate the program's uniqueness to the larger university and particularly to department and central administration. It was noted that with a retirement this year, there will be no tenured faculty members in the department. The program coordinator is untenured, which is far from ideal. While faculty expressed confidence that tenure is indeed possible even for faculty without terminal degrees, I view professional faculty members' "difference" from the traditional academic faculty as a potential threat. The question of whether or not university-level (or even department-level) tenure and promotion committees will understand the nature of professional, creative work is a question being faced at most universities with mass communication programs. I recommend that the faculty create an internal and informal "standards" document that expresses the value of creative and professional activity in clear terms that will make sense to a committee of peers with academic training. Many mass communication programs, in an effort to explain their professional faculty to the university, have created definitions of "professional peer review" allowing members of tenure committees with academic backgrounds to better understand how, for example, an opinion article that is published in *The New York Times* is extensively reviewed and vetted, in many ways more vigorously than work sent to an academic journal. While that sort of document is informal, it does provide information for program coordinators and the department chair to include in their support letters for faculty members' tenure and promotion. It can also be a general communication item to help departmental and university leadership better understand the varieties of "scholarship" in a mass communication program.

Summary

With a talented faculty and outstanding facility, the CMU mass communication program holds enormous potential to be a showpiece for the university and center of growth in enrollment. In many ways, the most difficult steps towards creating a regionally-significant program have already been taken. Certainly the most expensive step, the creation of state-of-the-art facilities, is complete and is a tremendous success. Escalante Hall is a remarkable facility and the broadcast studios and control room would be the envy of any mass communication program. The university leadership deserves great credit for that huge step forward allowing the potential for growth going forward. And as mentioned several times, the faculty are exceptionally talented and committed to student success. That said, several issues stand in the way of further growth. The fractured relationship between departmental and university leadership and program faculty must be repaired. I believe that responsibility falls primarily on the program faculty. The curriculum needs to be simplified and the number of credit hours for both majors and minors needs to be reduced. Repair of the culture and simplification of the curriculum may help drive up graduation rates which are somewhat low. And finally, faculty should work to better communicate the program's uniqueness and special requirements to both the departmental and university leadership. The problems for the most part come down to relationships. I am confident that those relationships can be repaired but it will require a number of uncomfortable conversations.

Primary Recommendations

1. Faculty credentials: While the current faculty members are excellent teachers and mentors, there is a significant rift between the program's faculty and university leadership over the importance of the Ph.D. as an appropriate credential in the field of Mass Communication. The dispute has become a rallying point for program faculty members, some of whom, it appears have, inappropriately enlisted students as advocates in their battle with the administration. The entire discussion is counterproductive and a distraction from what is best for students in the program. Mass communication faculties always include a mix of individuals with professional and academic preparation. All faculty members need to recognize the value of that sort of professional and academic faculty mix. The notion that somehow a Ph.D. makes a candidate a poor fit for the department (a comment heard from both faculty members and students) is belied by the program's two most recent hires, both individuals with terminal degrees who are thriving in the program. Using hires as a battleground risks failed searches, increased pressure on existing faculty, and scheduling difficulties for

students. *I recommend that the faculty drop their objections based on specific credentials and work collaboratively with department and central administrators to hire Ph.D.-prepared candidates, when available, to fill open positions.*

2. Curriculum: While the program's curriculum was significantly revised after the most recent prior review, there is significant additional work to be done. I recommend that as part of a new round of revisions, faculty consider reducing the number of required credits in the program. The 50 to 51 credit mass communication degree has stretched the faculty too thin and limits opportunities for students to broaden their knowledge through electives from other disciplines. It is widely agreed that a liberal arts background is an essential element of mass communication education. Mass communication education teaches information gathering process, modes of thinking and inquiry, and analysis in addition to practical skills of production and writing. No mass communication program can be comprehensive nor can it replicate the industries that hire its graduates. The CMU curriculum, furthermore, seems light on conceptual courses in favor of skills development. Skills are useless outside a context of critical thinking and thoughtful inquiry. In addition, several students complained that requirements of the curriculum combined with a strict division between fall strategies and spring applications classes forced them to take an additional semester of coursework to graduate. In some ways, the curriculum seems to be serving the talents and predispositions of the faculty rather than addressing the needs of students. *I recommend that the faculty revise the curriculum to reduce the overall number of credits and to add conceptual depth and rigor.*

3. Minor: The program's current minor requires 32-credits of coursework, nearly as many credits as an accredited mass communication *major* at other universities. In addition, the minor is highly structured with 24 credits of required courses. Both the number of credits and the highly structured minor curriculum no doubt discourage students who might otherwise consider a minor in mass communication. Minors can be significant sources of student credit hours and can bring in majors as students in minor courses realize they are interested in pursuing a degree in the field. The CMU English minor offers a useful contrast to the mass communication minor. English requires 18 total credits for the minor and allows students to select any courses as long as two courses are upper-division. Typically, mass communication minors at other universities are in the 15 to 21 credit hour range and require a course or two with students filling in the rest with targeted electives. *I recommend that the*

faculty revise their minor, dramatically reducing the required credit hours and providing more flexibility for students.

4. Retention/Graduation: There appears to be an issue with degree completion. Despite boasting more than 200 majors, the program does not graduate a large cohort of students. According to the self-study, “the overall numbers of graduates increased from 18 (1st majors in 2010-2011) to 32 (in 2014-2015).” While that is a substantial increase, it does not necessarily reflect success in retention and graduation. As a contrast, the Elliott School of Communication at Wichita State University, with twice as many (400 undergraduate) majors, graduated 90 students in 2015-2016. I can only speculate on the reason for the relatively low graduation rate but I suspect the daunting, 50 to 51 credit degree and cracks in the faculty and student cultures may be issues. *I recommend that the faculty and administration further investigate to determine the possible reasons for what appears to be a low program graduation rate.*

5. Standards: While it is apparent to the reviewer that administrators do have a clear understanding of the mass communication program’s unique needs, faculty should not assume that all administrators will understand their discipline and intuit its particular needs and differences. The requirement to communicate a program’s needs and differences is no different for mass communication than for a physics or philosophy faculty. No one at the university is an expert in every discipline. Importantly, failure of departmental or central administrators to fully understand a professional program does not indicate any value judgment on their part as was suggested by more than one faculty member. Communicating the program’s unique needs and differences in a positive and productive way is up to the mass communication faculty. The communication must be done respectfully and with an understanding that the program is part of the larger university, not an entity to itself. The failure to communicate and participate in the larger university impacts the program at the departmental level, in the tenure and promotion process, and at the central administration level where resources are ultimately divided. I believe the self-study document was a missed opportunity to create a better understanding of the uniqueness of the program. *I recommend that the faculty work with departmental leadership to clearly define the program, establish an understanding of its strengths and differences, create a productive, collaborative plan for the future, and communicate that plan to the central administration.*