

Possible Items for Revision to the Curriculum Policy and Procedure Manual

- Clarify requirements for Professional Certificates
 - Should they require that students have completed a certain number of Essential Learning classes to attempt?
 - Some Certificates may need better language about being intended for upper-division students
- Revisit Deactivation Policy for Programs
 - Current wording makes it sound like a program can remain on deactivated status for a total of 4 years after the teach out period is over-was this the intention? Is this timeframe too long? Policy is vague.
- Course SLOs – Clarify whether these are under the purview of a Curriculum Committee. Do changes to a course’s SLO constitute a modification to the course?
- Program SLOs- Do changes to a program’s SLOs constitute a program modification? How do departments get these updated on the program sheet?
- Program sheet revisions – which parts of a program sheet do need to be approved by a curriculum committee? “About this Major...” info can be changed without committee approval, correct? What about the recommended course sequencing?
- Modifying a course prefix. Is a course prefix something that can be modified? It has been an option on the course modification form, and the Manual says prefix change can be done by a memo – however, it would be cleaner in Banner for these changes to be processed as course additions and course deletions.
- Clarify the purpose of Cross-listed Courses and create some guidelines, such as: cross listed courses have the same number, title and syllabus. It is one course that can fulfill major requirements for more than one discipline. Cross listed courses are established by completing a course addition form with a different prefix than the existing course and explaining in the “duplicate curriculum” section.
- Course Deactivation Vs Course Deletion
In Banner, there is no difference between the two. The option of deactivating a course can be dropped.
- UCC Sub-group Structures and Responsibilities have been replaced by the “buddy system” and the return of the executive subcommittee meetings/review process.
- Topics Courses – policy states these must be approved by the committee but common practice has been to skip this step.
- Other?

PROGRAM REVIEW 2015

BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE AND TECHNOLOGY COLORADO MESA UNIVERSITY

Prepared by

The Environmental Science and Technology Faculty

Compiled and completed by

**Russ Walker, Head
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B. Curriculum

1. Program curriculum

We designed our curriculum to provide each student with a broad foundation in environmental science and an opportunity for a modest degree of specialization. As shown in the top part of Table 2, every Environmental Science major takes basic courses in mathematics, statistics, and chemistry along with basic Environmental Science courses in ecosystems, pollution, water, and air. Each student completes one of the two options shown in the middle part of Table 2. Finally, each student completes a certain number of credit hours drawn from the restricted electives shown in the bottom part of Table 2.

We designed the ecosystem restoration option for students who are drawn to future work in revegetation of disturbed lands and ecosystem protection, and positions with organizations like the Bureau of Land Management, National Forest Service, and National Parks Service. Students take courses in plants, soils, and restoration ecology along with a course in environmental politics offered by the political science program.

The pollution monitoring and control option is designed for students who favor future work in investigation and cleanup of contaminated sites, pollution monitoring, hazardous waste management, compliance with environmental regulations, and positions with environmental consulting firms and industry. Students take courses in geology, pollution monitoring and investigation, environmental health and safety, and regulatory compliance.

Our restricted electives cover a broad range of topics within environmental science. Some, such as Ecology and Management of Shrublands and Grasslands, Fire Ecology, and Forest Ecology clearly align with the option in Ecosystem Restoration. Others, such as Environmental Risk Analysis, Contaminant Fate and Transport, and Water and Wastewater Treatment, align with the option in Pollution Monitoring and Control. However, many courses are relevant to both types of work. For example, Mined Land Rehabilitation involves both contamination and revegetation problems, and Stream Biomonitoring enhances students' understanding of stream ecology but also gives students a tool they can use to assess the presence and effects of water pollutants. We also offer three courses that focus on specific areas of sustainability: Permaculture Design, Renewable Energy, and Sustainable Building. These are popular courses among our students regardless of which option they have selected.

In addition to courses specific to the major, our program of study includes Essential Learning courses in English, Mathematics, Humanities, Social and Behavioral Sciences, Natural Sciences, History, and Fine Arts, culminating in Milestone and Essential Speech. Other requirements include courses in Wellness and Electives. The program sheet for the B.S. degree is provided in Appendix 2.

In terms of content, our curriculum is designed to achieve the student learning outcomes identified in Section A.3. Towards this end, we start with beginning-level expectations and gradually bring the students to an advanced level as seniors. For example, in ENVS 104 Introduction to Environmental Science: Global Sustainability we focus on reading and

Table 2. Environmental Science Curriculum

Required for all Environmental Science majors			
ENVS 104 ENVS 204/204L ENVS 221/221L ENVS 331/331L ENVS 340 ENVS 492 STAT 200	Environmental Science: Global Sustainability Introduction to Ecosystem Management Science and Technology of Pollution Control Water Quality Applied Atmospheric Science Capstone Probability and Statistics	MATH 146 <i>or</i> 151 CHEM 121/121L & CHEM 123 <i>or</i> CHEM 131/131L & CHEM 132/132L	Calculus for Biological Sciences <i>or</i> Calc I Principles of Chemistry <i>and</i> Introduction to Environmental Chemistry <i>or</i> General Chemistry I <i>and</i> General Chemistry II
Ecosystem Restoration Option		Pollution Monitoring and Control Option	
ENVS 312/312L ENVS 455/455L POLS 488 BIOL 107/107L	Soil Science and Sustainability Restoration Ecology Environmental Politics Principles of Plant Biology	ENVS 212/212L ENVS 420/420L ENVS 410 GEOL 111/111L	Environmental Health and Safety Pollution Monitoring and Investigation Environmental Regulatory Compliance Introduction to Physical Geology
Restricted Electives			
ENVS 278/278L ENVS 301 ENVS 315 ENVS 321 ENVS 332/332L ENVS 337 ENVS 350/350L ENVS 354 ENVS 360/360L ENVS 370	Permaculture Design Environmental Project Management Mined Land Rehabilitation Environmental Risk Analysis Introduction to GIS Stream Biomonitoring Ecology/Management Grasslands Shrublands Forest Ecology Fire Ecology Renewable Energy	ENVS 374 ENVS 394 ENVS 396 ENVS 413 ENVS 431 ENVS 433 ENVS 460/460L ENVS 475 ENVS 496 ENVS 497	Sustainable Building Natural Resources of the West Topics Contaminant Fate and Transport Water and Wastewater Treatment Restoration of Aquatic Systems Fire Management Experimental Design and Statistical Analy. Topics Structured Research

developing questions. Students advance to data collection and full lab write-ups in our 200-level courses. Our upper division courses require independent projects, leading to ENVS 492 Capstone in which students do semester-long group projects.

Although not required, we offer internship credit for students. Internships are based on entry-level professional work completed for an off-campus organization and can be either paid or unpaid. Internships sometimes lead to permanent employment with the host organization. The typical internship occurs as a full-time summer job but occasionally students complete internships on a part-time basis during the semester. In addition to being evaluated by their supervisor, students are required to identify learning objectives at the outset of their internship and complete a self-evaluation of how well they met those objectives at the end.

Students also have the option of participating in faculty research through ENVS 497 Structured Research. Each faculty member has projects underway that lend themselves to meaningful student involvement. Students discover the challenges and rewards of real-life studies and gain more in-depth knowledge about the research topic. This experience is a valuable complement to regular coursework.

We offer a Minor in Environmental Science and Technology, also shown in Appendix 2. The minor provides interested students with a great deal of flexibility—ENVS 104 Environmental Science: Global Sustainability is the only course specifically required. Students must complete twelve additional credit hours of Environmental Science courses, of which five credit hours must be upper division (numbered 300 or higher).

We began offering a Technical Certificate in Sustainability Practices in the 2012-13 academic year. The program sheet is shown in Appendix 2. Students take ENVS 104 Environmental Science: Global Sustainability to acquire an overview of the problems that sustainable practices are designed to improve, such as industrialized agriculture, depletion of energy and mineral resources, loss of ecosystem services, and others. Students complete the certificate by taking two courses selected from Permaculture Design, Renewable Energy, and Sustainable Building. These courses have a practical slant and are designed to inform the personal choices that students will make in the future about how they obtain food, energy, and shelter. Aside from our motivation of providing students with a way to fulfill their goals for ethical living, our intent is modest—we do not envision that this nine-credit hour program prepares a person for a career as a sustainability specialist. Rather, we view the certificate as an enhancement to their bachelor degree that may provide them with the distinction in qualifications they need in order to be assigned some sustainability responsibilities in addition to their basic job.

2. Program currency

We do a number of things to stay current. We have guest speakers give presentations on current local problems, both in regular courses and in our seminar course, ENVS 394 Natural Resources of the West, held every fall. Each faculty member uses current local problems as a source of research topics. Findings and experiences from this research are shared with classes. Several courses include readings from the current research literature. The faculty maintains contacts with local environmental professionals and land managers to stay on top of emerging issues. We

update our field and lab equipment with new technology. Each faculty member has been on sabbatical during the last five years and attends, on average, roughly one conference per year, including those especially pertinent to our location, such as the High-Altitude Revegetation Conference, Colorado Watersheds Conference, Tamarisk Symposium, and Conference on Science and Management on the Colorado Plateau.



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Colorado Mesa University
EMS Program Review
2010—2015
Department of Health
Sciences
2-20-2016

5. Promote evidence based medicine
6. Model what we teach
7. Teach in a safe and stimulating environment

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Curriculum

The Colorado Mesa University Emergency Medical Services Program curriculum strictly follows the National Standards as set by the National Registry of Emergency Medical Technicians. Students are required to meet the National EMS Education Standards, led by the National Association of EMS Educators. The Standards define the competencies, clinical behaviors, and judgments that must be achieved by entry-level EMS personnel to meet practice guidelines defined in the National EMS Scope of Practice Model. Content and concepts defined in the National EMS Core Content are also integrated within the course curricula.

The primary focus of the Emergency Medical Responder course is to provide basic knowledge of emergency medical care and transportation for critical and emergent patients who access the emergency medical system. Students are taught how to initiate immediate lifesaving care and interventions while awaiting additional EMS response and to assist higher level personnel at the scene and during transport. Emergency Medical Responders function as part of a comprehensive EMS response, under medical oversight. The Emergency Medical Responder student who has completed the course will possess the basic knowledge and skills necessary to provide patient care and transportation of the sick and injured, and be able to perform basic interventions with the basic equipment typically found on an ambulance. As a trained entry-level Emergency Medical Technician the successful student will be proficiently trained as a link from the scene to the emergency health care system.

In order to provide a rigorous program, the curriculum consists of 200 hours of didactic and clinical hours. Students are instructed in a wide variety of ways including lectures, group presentations, interactive activities, field clinical experiences within local hospitals,

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and third ride time with fire departments. Since our last program review, we have responded to suggestions by adding a lab for more one-on-one skills practice at the request of students, and a trip to the 911 Communications Center to enhance the student awareness of how communication is handled in the emergency services network. We have also added a class during the day along with the one in the evening to accommodate both the college student base and the local fire agencies who needed more course time choices. Individuals who work and have families also needed more class choices. Since this course addition, we have a full load in both courses in the spring and the fall semesters.

The depth and breadth of the curriculum for both the EMR program and the EMT program meets all national standards and requirements for Emergency Medical Technician and Emergency Medical Responder courses, while also maintaining the rigor of Colorado Mesa University's academic programs. All Emergency Responder courses offer a simple breadth and depth to its curriculum with a national standard to its discipline. The Emergency Medical Technician curriculum varies from a simple breadth and depth to a more foundational and fundamental knowledge base. A few of the sections taught within the curriculum and their perspective depths and breadths are listed below:

See also Appendix A for EMT Student Handbook.

Preparatory

EMR -uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.

EMT- Applies fundamental knowledge of the EMS system, safety/well-being of the EMT, medical/legal and ethical issues to the provision of emergency care.

EMS Systems

EMR- Simple depth, simple breadth • EMS systems • Roles/ responsibilities/ professionalism of EMS personnel • Quality improvement

Colorado Mesa University

Department of Business

Bachelor of Business Administration

Bachelor of Applied Science in Business Administration

Program Review Self-Study 2009-2014



2. Curriculum

A. Breadth, Depth and Level of the Discipline

The BBA program maintains breadth in the curriculum through foundation and business administration core courses required of students majoring in any of the concentrations. Requirements include 18 hours of foundation courses from Introductory Accounting, Business, Computer Information Systems and Business Statistics, which, along with Microeconomics and Macroeconomics and Essential Learning English and Math requirements must be completed within a student's first 60 hours. The Business Administration Core courses, also required in all concentrations, gives students majoring in the program 33 semester hours of primarily upper division classes including Legal Environment of Business, International Business, Fundamentals of Information Systems, Managerial Finance, Principles of Management, Organizational Behavior, Human Resource Management, Operations Management, Business Strategy, Principles of Marketing and Quantitative Decision Making or Marketing Research. By taking these courses, BBA majors can gain an understanding of the many functional areas of business. Depth within the program is further provided with up to 30 semester hours required in specified concentration courses. The specific courses in the various concentration areas allow students to study further content in that particular area. For many of the concentrations, the student has the ability to choose two concentrations and still complete the degree in 120 hours.

The BAS degree requirements include 36 hours that are brought in from a state-approved Associate of Applied Science degree, 37 hours of Essential Learning courses, 11 hours of electives and 36 hours of specific business courses.

B. Program Currency and Curricular Changes Since Last Program Review

Due to the changing nature of business, faculty efforts to maintain curriculum currency are continuous. This is evidenced in part by the many curricular changes and modifications that were implemented during the program review period. Due to the large numbers of course additions, course modifications, program additions, program modifications and other curricular items that were initiated by the department and moved through the curriculum process, an appendix is attached to the program review that gives a more detailed report. Program sheets were consistently updated, prerequisites were changed, and course titles and content were modified. A few highlights include:

- 2009: A new concentration in Information Systems was added to the BBA; Certificates were added in Supervision, Entrepreneurship and Decision Support Systems.
- 2010: New concentrations were added to the BBA in Insurance and Managerial Informatics; One program was deleted - the Bachelor of Science in Accounting Information Technology.
- 2011: Program additions included certificates in Landman/Energy Management and Insurance; to align the curriculum with the specific accrediting body standards, courses were added in Landman/Energy Management
- 2012: A new concentration was added to the BBA, Emerging Markets; the 3+2 program in Finance and Master of Business Administration (MBA) was added; the Emerging Markets course was added.

- 2013: To maintain currency, courses were added in Business, Computer Information Systems, Economics and Hospitality Management.
- 2014: To align with specific accrediting body standards, courses were added in Energy Management, and Hospitality Management.
- 2015: Two course prefixes were changed, ENTR for entrepreneurship and HRMA for Human Resource Management. This change separated these courses from Management and provided a separate identity; the Entrepreneurship concentration was reviewed and courses were added to include The Entrepreneurial Mindset and Experiential Management: Student Run Business.

C. Program Delivery Locations and Formats, Meeting the Changing Needs of Students

The Department of Business provides alternative course delivery through online delivery, distance learning delivery, condensed format delivery, and late start delivery. Selected courses required in the BBA/BAS are offered on site at the Montrose Campus.

- The Foundation Courses and the core Business Classes are now offered online once a year. Two of the Essential Learning courses, Macroeconomics and Microeconomics are also offered online once a year.
- Delivery of classes, has historically, been accomplished through distance delivery/compressed video coursework. With the increased delivery of online courses, the number of distance delivery/compressed video classes has decreased.
- The Department offers condensed format courses in J-term and in all three of the summer sessions. These 3-4 week classes offer course comparability to the semester courses and allow students with outside employment or students who wish to “stay on track” an opportunity to move through these courses in less time than the usual 16-week format.
- Every semester, the Department offers 2-4 late start classes. These classes allow students an opportunity to drop/add classes after the semester has begun and to align course scheduling with work schedules and degree requirements.
- Courses offered at the Montrose Campus include the following: Principles of Macroeconomics, Principles of Microeconomics, Principles of Financial Accounting, Principles of Managerial Accounting and Business Information Technology. Students from Montrose complete the BBA by taking the remaining courses online or by taking classes at Main Campus.
- While alternate delivery of courses is increasing, the majority of the classes offered by the Department are 16-week, on campus courses.

Program Review Self-Study
Culinary Arts
Western Colorado Community College
Colorado Mesa University

February 1, 2016

Curriculum

The curriculum for Culinary Arts and Baking and Pastry Arts is designed to prepare students for a wide variety of employment opportunities including eating and drinking establishments, food and beverage retail outlets, food manufacturing, wholesale operations, and entrepreneurialism. The food and beverage industry as a whole is in a state of continual evolution. Education must be designed to provide students with fundamental skills and theory that can adapt to the changes as they occur.

The curriculum addresses technical and professional workplace skills, critical thinking, and management theory. AAS Graduates of both Culinary Arts and Baking and Pastry Arts are expected to have proficiency in:

- food safety and sanitation
- basic math skills as they relate to food preparation and food cost analysis
- accurate measurement
- knife skills and food preparation
- basic cooking techniques
- basic baking techniques
- food presentation
- storing, preparing, and serving food for optimal nutritional value
- techniques and theory of employee supervision
- food service purchasing including receiving, storing, controlling, and issuing food and beverage products

In addition, AAS graduates in Culinary Arts are expected to have proficiency in:

- theory and techniques of sustainability
- basic fabrication and preparation techniques for meats, poultry, and seafood
- evaluation of wine, spirits, and beer and food pairings
- preparing foods to order in a restaurant setting
- serving foods in a restaurant setting

In addition, AAS graduates in Baking and Pastry Arts are expected to have proficiency in:

- preparing and presenting decorative centerpieces
- preparing a variety of breads
- preparing and presenting a variety of cakes, pastries, and individual desserts
- preparing baked goods for individuals with food allergies
- preparing a variety of chocolates and confections

Curricular Changes

The Culinary Arts faculty regularly review the curriculum with input from their advisory committee. Since the previous program review the following curricular changes have been made to the Culinary Arts AAS degree requirements:

Course deletions and justification:

- CUAR 136 Bartending - replaced by CUAR 179 Wine, Beer, and Spirits
- CUAR 157 Menu Planning – excessive content overlap with other courses
- CUAR 256 Marketing in the Hospitality Industry – students continuing in a Business BAS program required to take a marketing course

Course additions and justification:

- CUAR 100 Culinary Program Fundamentals – provides foundational skills and knowledge, some content was shifted from CUAR 125 and CUAR 145 to allow more time for advanced skills in those courses
- CUAR 115 Introduction to Sustainable Cuisine – sustainable practices and sourcing of local foodstuffs has become of primary importance to the food service industry
- CUAR 179 Wines, Spirits, and Beers – provides knowledge of the manufacturing processes and regional variations in alcoholic beverages as well as the skills required to successfully pair alcoholic beverages with food
- CUAR 245 International Cuisine – provides technical skills and knowledge required to produce foods from a wide variety of cultures (elective course)
- CUAR 251 Advanced Garde Manger – provides additional training in the production of cold foods, particularly cured and smoked meats and sausages and preparations that utilize those products (elective course)
- CUAR 271/272 Techniques of Culinary Competition – provides mastery of culinary production techniques, planning, and organization related to competing in culinary salons. Students compete in sanction student team competitions (elective course)

Degree requirement changes:

- Total credits required for AAS degree reduced from 69 credits to 66 credits
- Six culinary elective credits added to core classes to allow students flexibility to customize their degree to their particular career interests (CUAR 261 Cost Controls and CUAR 281 Internship changed to electives)
- CISB 101 Business Information Technology moved to core classes as an either/or choice with OFAD 118 Intro to PC Application due to the deletion of Applied Studies from essential learning requirements for AAS degrees

Since the previous program review the following curricular changes have been made to the Culinary Arts certificate requirements:

- Total credits required for certificate reduced from 33 credits to 30 credits
- CUAR 100 Culinary Program Fundamentals added to the list of required core classes
- Eligible elective courses updated to reflect the changes in courses outlined in the AAS curriculum above

Since the Baking and Pastry Arts AAS degree and certificate programs were initiated after the last Program Review there are no changes to report.

Program Delivery Locations

Virtually all culinary and baking courses are delivered at the Bishop Campus of WCCC. Approximately 70% of the core classes in Culinary Arts and Baking and Pastry Arts require kitchen/lab facilities. Due to the specialized nature of the required equipment and need for timely critical feedback on student performance the curriculum does not lend itself to distance delivery formats such as online courses. One notable exception is CUAR 101 Food Service Sanitation which is currently being delivered in online and hybrid online/classroom formats.



MASS COMMUNICATION

**Program Review
2010-2015**

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.

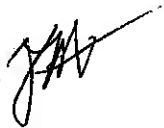
The second outcome, "Students will be prepared to apply their knowledge and skills in Mass Communication positions" was assessed in two ways—by having working media professionals evaluate the portfolios of students in the senior seminar and internship. In the latter instance, a student's supervisor did 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



MEMORANDUM

To: Jeremy Hawkins
UCC Chair

From: Jeanne Adkins 

Date: February 26, 2016

Re: WCCC Construction Crafts

After the discussion at the UCC meeting last night, we have reviewed the WCCC Construction Craft program and determined that WCCC does not intend to reactivate these courses at this time.

Please leave them in deactivation status.

Thank you.