

## 1. What learning outcomes did you assess this year?

**Learning Goal 1. Think** – Students will analyze and evaluate the history, roles, theories and practices of media in the U.S. and globally.

Student Learning Outcome 1.2: Evaluate the mass media's role in society.

Student Learning Outcome 1.3: Explain media theories.

Student Learning Outcome 1.4: Describe mass media business, professional and regulatory practices.

**Learning Goal 2. Write**—Students will acquire oral, written, and visual communication skills with personal quality or style through exposure to language, literature, art, design, and the mass media.

Student Learning Outcome 2.1: Demonstrate correct grammar, spelling and punctuation in written materials.

Student Learning Outcome 2.2: Write clearly and concisely in the appropriate media style.

Student Learning Outcome 2.3: Develop written content that is appropriate for specific audiences.

**Learning Goal 3. Produce** – Students will develop, design, and produce communication materials that address specific communication goals for a targeted audience.

Student Learning Outcome 3.1: Create media content that addresses a communication goal.

Student Learning Outcome 3.2: Prepare professional quality communication materials targeted at a specific audience.

## 2. What instruments did you use to assess them?

The following sections will outline the instruments the department uses to assess specific learning outcomes.

### A. DIRECT MEASURES

- a. The instructor in MCJ 5 (Basic Editing) used a rubric to assess writing competency. Seven of the nine students enrolled in the class completed both the pre-test and the post-test. The specific learning outcomes addressed by this rubric are 2.1, 2.2, and 2.3.
- b. The instructor in MCJ 106 (Publication Design) uses a rubric to directly measure student learning outcomes, which include: Student Learning Outcome 3.1: Create media content that addresses a communication goal. Student Learning Outcome 3.2: Prepare professional quality communication materials targeted at a specific audience.
- c. MCJ118S is a culminating experience for students and their work in this class is not only evaluated by the instructor but also by professionals in the industry. The professor of MCJ 118S uses rubrics to evaluate the two videos produced for the students' service-learning organization. Learning outcomes 3.1 and 3.2 are evaluated by these rubrics. In addition, members of an audience focus group complete a survey that evaluates outcomes 3.1 and 3.2 and the client completes an evaluation that evaluates these same outcomes.

- d. The instructor for MCJ 124, News Writing, normally uses a rubric to assess different learning outcomes such as a) demonstrating correct grammar, spelling and punctuation, b) writing clearly and concisely in appropriate broadcast style, c) developing written content that is appropriate for specific audiences – including broadcast and social media formats, and d) demonstrating news judgment in deciding which stories should be covered in a newscast and how the stories relate to the world around them. The specific learning outcomes addressed by using the rubric include: 1.2, 2.1, 2.2, 2.3, However, a temporary instructor was assigned to this course in the AY 2015-2016 and this rubric was not utilized.
- e. The professor of MCJ 126, an upper-division media performance course, required students to record a diagnostic reading at the beginning of the semester and again at the end of the semester. The specific outcomes addressed by this direct measure include: 3.1 and 3.2
- f. The instructor in MCJ 128, broadcast reporting and production, routinely uses a rubric to assess several learning outcomes such as a) demonstrating correct grammar, spelling and punctuation in written materials, b) writing clearly and concisely in the appropriate broadcast style, c) develop written content that is appropriate for specific audiences, d) prepare professional quality communication materials targeted at a specific audience, and e) demonstrate news judgment in deciding which stories should be covered in a newscast (2.1, 2.2, 2.3, 3.1 and 3.2). In the spring 2016 semester, a separate rubric was used by industry professionals to judge students' work during a showcase. This 3-part rubric rated students' work on a scale of 1-10 for content, creativity and execution, assessing the following outcomes: 2.2, 2.3, 3.1 and 3.2
- g. Students in MCJ164 complete 3 different writing assignments that culminate into the final written research project. Students are expected to satisfactorily explain and apply media theories, demonstrate correct use of grammar, spelling, etc. and to develop the written assignment that is appropriate for specific audiences. The professor uses self-developed rubrics that assess the following learning outcomes: 1.3, 2.1, 2.2
- h. The professor of MCJ 175, an upper-division GE course, requires students to write a media analysis and then uses a rubric to assess how effectively students (1) evaluate the media's role in society vis-à-vis gender, sexual orientation, race and ethnicity and (2) explain theories relevant to those issues. Specific learning outcomes addressed by this rubric are 1.2 and 1.3.
- i. MCJ 191 is the department's internship course. The coordinator of the MCJ internships (MCJ 191) developed a rubric that incorporates the university's WASC learning outcomes (written communication skills, oral communication skills, information literacy and critical thinking), as well as other key learning outcomes directly aligned with the MCJ program. At the completion of the student's internship, the professional supervisor evaluates their

performance using this rubric. The specific learning outcomes addressed by this rubric are 2.1, 2.2, 2.3, 3.1, 3.2.

- j. The DQE is the MCJ department's entrance exam. Students are required to pass this exam prior to enrolling in any MCJ major courses above MCJ1. This exam assesses grammar, spelling and punctuation. The specific learning outcomes addressed by this direct measure include: 2.1 and 2.2.
- k. In addition to using the DQE, the MCJ department implemented a Pre/Post test in 2015 to further assess grammar, spelling and punctuation since these items are essential for MCJ majors. At the start of the semester, a pre-test is given to students in all lower division MCJ writing courses (MCJ5, MCJ10, MCJ102W), as well as 2 upper-division courses (MCJ164 and MCJ173), to assess the degree of improvement over the semester in areas of grammar, spelling and punctuation. The specific learning outcomes addressed in this annual assessment is Student Learning Outcome 2.1: Demonstrate correct grammar, spelling and punctuation in written materials.

## B. INDIRECT MEASURES

- a. **External Assessment from Industry.** External teams of industry professionals are used to assess learning outcomes in our capstone courses. Courses that currently utilize or are in the process of using external assessment indirect measures include MCJ 105, 116, 128, 148, and 159S. In addition to these capstone courses, MCJ 190 (Community Journalism Program) also uses indirect measures to assess learning outcomes in the Print Journalism option. Under the direction of Dr. Gary Rice, a 21-year reporting and editing veteran, students produce stories for area newspapers and magazines including the Fresno Bee, Vida en al Valle; Reedley Exponent, Sanger Herald, Fowler Ensign, Madera Tribune, Visalia Times-Delta, Fresno magazine and other publications. The acceptance of the students' stories in these professional media outlets reflects their adherence to professional standards of journalism. In the spring 2016 semester, a rubric was used by industry professionals to judge students' work in MCJ 128 during a showcase. This 3-part rubric rated students' work on a scale of 1-10 for content, creativity and execution, assessing the following outcomes: 2.2, 2.3, 3.1 and 3.2
- b. **Syllabi:** In the fall semester of 2016, the department reviewed syllabi for every MCJ class offered in order to assess whether the proper learning outcomes were listed and being assessed.
- c. **Exit Surveys:** Each spring, the department conducts exit surveys with the graduating MCJ students to assess their opinions about the quality of courses in the department, advising and their suggestions for improving the department overall.
- d. **Alumni Surveys:** Over the years, the department has conducted surveys with MCJ alumni. However, in the past two years, we have been re-examining how to effectively survey alumni. These efforts continue.

### 3. What did you discover from these data?

- A. MCJ 5 (Basic Editing) utilized a portion of the Basic Skills Pretest from Brian Brooks “Working with Words” to assess learning outcome 2.1. Results of the Basic Skills assessment of students enrolled in MCJ5 Basic Editing in spring 2016, found that overall their average and median grammar and punctuation skills improved: 86% improved; 14% (1 student) declined slightly. From these data, we continue to see the importance of face-to-face instruction in order for students to benefit from the course. It is difficult to compare spring 2016 to previous semesters because students did not take the same test as in previous semesters. The 2016 test contained fewer questions and students took the test on paper. The previous semesters’ tests were taken online through the learning management system.
- B. Direct measures were used to assess learning outcomes (3.1, 3.2) in MCJ106 (Publication Design). In spring 2016, the results of the assessment tool revealed that 85% of students showed proficiency in created content that addressed a communication goal (3.1) and targeted a specific audience (3.2), 10% were satisfactory and 5% needed to show significant improvement. These results reflect the effectiveness in the hands-on exercises that help strengthen the key learning outcomes that students need to achieve by the end of the semester.
- C. The instructor in MCJ 118S routinely uses rubrics to assess learning outcomes, such as creating media that addresses the communication goal of the client and preparing professional quality communication materials targeted at a specific audience. In addition, the service-learning clients complete an evaluation rubric for each student individually and for their team collectively. Based on the clients' responses, 2 of the students received 30 points (100%); 7 students received 29 points (97%); 4 students received 28, 27, 26 and 25 points respectively (25%-28%); and 2 received 15 or fewer points (50% or less).
- D. The instructor for MCJ 124, News Writing, normally uses a rubric to assess the following learning outcomes 1.2, 2.1, 2.2, 2.3. However, a temporary instructor was assigned to this course in the AY 2015-2016 and this rubric was not utilized. Since this instructor continues to teach 124, the department is educating the instructor about assessment processes and the need to assess specific learning outcomes.
- E. The professor of MCJ 126, an upper-division media performance course, required students to record a diagnostic reading at the beginning of the semester and again at the end of the semester. Students analyzed the improvements or changes in their vocal performance. Of the 12 students, 11 noted significant improvement in the vocal delivery. One student wrote that her first performance was better than her second performance. However, the professor noted an improvement in all 12 students. The specific outcomes addressed by this direct measure include: 3.1 and 3.2
- F. In comparing the MCJ 128 class (spring 2016) to the previous class (fall 2015), the instructor found a serious decline in the quality of the students' work. The spring 2016 students started out at a much lower level than the fall 2015 class. The reason for this decline may be due to a

different instructor teaching the pre-requisite broadcast news writing class (MCJ124) during the previous semester and the new instructor not understanding the essential learning outcomes that students need to achieve. To address these concerns, the instructors of MCJ124 and MCJ128 collaborated and discussed the curriculum and required learning outcomes. In the spring 2016 semester, a separate rubric was used by industry professionals to judge students' work during a showcase. This 3-part rubric rated students' work on a scale of 1-10 for content, creativity and execution, assessing the following outcomes: 2.2, 2.3, 3.1 and 3.2. The ratings by the professionals ranged from 4.65 to 8.33.

- G. A direct measure was used to assess the learning outcomes in MCJ 175. After each module focusing on media stereotypes of a particular racial/ethnic group – black, Latino and Asian – students were asked to write an in-class essay in which they addressed these among other issues. Students overall did very well identifying and describing stereotypes of blacks and explaining how they have been used to reinforce existing power structures. While the vast majority were able to successfully identify and describe stereotypes of Latinos and Asians, students were less effective at explaining how the stereotypes have been used to justify particular social injustices and satisfy certain institutional purposes.
- H. A direct measure was used to assess learning outcomes in MCJ 164. Students complete a series of papers that culminate into the final written research project. The direct measure assesses students' ability to satisfactorily explain and apply media theories, properly structure the research paper and demonstrate correct use of grammar, punctuation and spelling. The results from the spring 2016 assessment revealed the following:  
Appropriately explained and applied media theories: 5% excellent, 59% good, 33% fair, 3% unsatisfactory  
Mechanics/Grammar, punctuation and spelling: 5% excellent, 42% good, 51% fair, 2% unsatisfactory
- I. The Departmental Qualification Exam (DQE) tests fundamentals of grammar, word usage, punctuation and spelling. Students must pass the DQE before enrolling in any of the department's writing or editing courses — including MCJ 10 and MCJ 102W. In the 2015/2016 academic year, 145 students took the DQE. Of these students, 121 students passed and 24 failed. These results showed that a majority of the students (83.4%) understood and could correctly identify the fundamentals of grammar, word usage, punctuation and spelling (Learning Outcome 2.1 – demonstrate correct grammar, spelling and punctuation in written materials).
- J. Results of the assessment of students enrolled in MCJ191 (internships) found that overall their writing skills, oral communication skills, information literacy and critical thinking skills improved in the course of their placement. The results from spring 2016 found the following:  
Written Communication skills: 10% showed no change/fair, 40% showed moderate improvement/good and 20% showed significant improvement/excellent after completing their internship.

Oral Communication skills: 20% showed no change/fair, 10% showed moderate improvement/good and 60% showed significant improvement/excellent after completing their internship.

Information Literacy (ability to apply core knowledge from within field of study): 10% showed a decrease/needs improvement, 60% showed moderate improvement/good and 30% showed significant improvement/excellent after completing their internship.

Critical Thinking skills: 50% showed moderate improvement/good and 40% showed significant improvement/excellent (10% had no answer on the evaluation assessment) after completing their internship.

K. Direct measures of writing skills: The results of the 2015-2016 pre/post tests to assess writing skills revealed that students are making improvements in writing skills throughout the semester in MCJ writing courses; however, there was little improvement in upper-division MCJ courses. Overall results for the pre-post tests revealed that 80% of the answers improved over the semester; 10% showed no change; and 10% of the answers decreased over the semester. Although the department was pleased to see improvement in writing skills throughout the semester, the results of these assessment efforts reveal the need to continue to seek instructional tools to help increase writing skills in all MCJ courses.

L. **Indirect measures:** Exit surveys have continued and provide the department with useful information. In spring 2016, 43% of graduating seniors completed the exit surveys. Results showed the following by option area:

#### **PRINT JOURNALISM: (N = 7)**

- 1. The content of the MCJ classes, in general, was:**
  - a. Students reported the following: 43% extremely valuable; 57% valuable.
- 2. In general, the instructors I had in the program courses were:**
  - a. Students reported the following: 43% very helpful; 57% helpful.
- 3. The variety of courses offered were:**
  - a. Students reported the following: 14% very satisfactory; 86% satisfactory.
- 4. Practical work experience in your field of study was:**
  - a. Students reported the following: 71% very helpful; 29% helpful.
- 5. In regards to my option area, I feel that the program adequately prepared me for my future career:**
  - a. Students reported the following: 29% strongly agree; 29% agree; 43% somewhat.

#### **BROADCAST JOURNALISM: (N= 11)**

- 1. The content of the MCJ classes, in general, was:**
  - a. Students reported the following: 64% extremely valuable; 36% valuable.
- 2. In general, the instructors I had in the program courses were:**
  - a. Students reported the following: 91% very helpful; 9% helpful.
- 3. The variety of courses offered were:**
  - a. Students reported the following: 55% very satisfactory; 45% satisfactory; 6% neutral.

**4. Practical work experience in your field of study was:**

a. Students reported the following: 80% very helpful; 20% helpful.

**5. In regards to my option area, I feel that the program adequately prepared me for my future career:**

a. Students reported the following: 30% strongly agree; 70% agree.

**MULTIMEDIA: (N =9)**

**1. The content of the MCJ classes, in general, was:**

a. Students reported the following: 22% extremely valuable; 78% valuable; 25% neutral.

**2. In general, the instructors I had in the program courses were:**

a. Students reported the following: 78% very helpful; 22% helpful.

**3. The variety of courses offered were:**

a. Students reported the following: 0% very satisfactory; 67% satisfactory; 11% neutral, 22% unsatisfactory.

**4. Practical work experience in your field of study was:**

a. Students reported the following: 11% very helpful; 67% helpful; 11% neither helpful nor not helpful; 11% not helpful.

**5. In regards to my option area, I feel that the program adequately prepared me for my future career:**

a. Students reported the following: 11% strongly agree; 44% agree; 33% somewhat, 11% disagree.

**PUBLIC RELATIONS: (N=19)**

**1. The content of the MCJ classes, in general, was:**

a. Students reported the following: 67% extremely valuable; 28% valuable; 0% neutral, 6% not valuable.

**2. In general, the instructors I had in the program courses were:**

a. Students reported the following: 83% very helpful; 11% helpful; 6% not helpful.

**3. The variety of courses offered were:**

a. Students reported the following: 39% very satisfactory; 56% satisfactory; 6% unsatisfactory.

**4. Practical work experience in your field of study was:**

a. Students reported the following: 67% very helpful; 28% helpful; 6% worthless.

**5. In regards to my option area, I feel that the program adequately prepared me for my future career:**

a. Students reported the following: 61% strongly agree; 28% agree; 6% somewhat; 6% disagree.

## **ADVERTISING: (N= 8)**

- 1. The content of the MCJ classes, in general, was:**
  - a. Students reported the following: 38% extremely valuable; 38% valuable; 25% neither valuable or worthless.
- 2. In general, the instructors I had in the program courses were:**
  - a. Students reported the following: 38% very helpful; 62% helpful.
- 3. The variety of courses offered were:**
  - a. Students reported the following: 25% very satisfactory; 50% satisfactory; 25% unsatisfactory.
- 4. Practical work experience in your field of study was:**
  - a. Students reported the following: 38% very helpful; 38% helpful; 12% not helpful; 12% worthless..
- 5. In regards to my option area, I feel that the program adequately prepared me for my future career:**
  - a. Students reported the following: 38% strongly agree; 38% somewhat; 12% disagree; 12% strongly disagree.

## **DUAL/TRIPLE MAJOR/OTHER: (N= 5)**

- 1. The content of the MCJ classes, in general, was:**
  - a. Students reported the following: 60% extremely valuable; 40% valuable.
- 2. In general, the instructors I had in the program courses were:**
  - a. Students reported the following: 60% very helpful; 40% helpful.
- 3. The variety of courses offered were:**
  - a. Students reported the following: 20% very satisfactory; 80% satisfactory.
- 4. Practical work experience in your field of study was:**
  - a. Students reported the following: 40% very helpful; 60% helpful.
- 5. In regards to my option area, I feel that the program adequately prepared me for my future career:**
  - a. Students reported the following: 40% strongly agree; 40% somewhat; 2% disagree.

**k. Alumni Surveys:** The department has not successfully surveyed alumni in recent years due to inaccurate contact information. Therefore, the department is re-examining how to improve this area by gaining current contact info via the MCJ website and more. In AY 2015-2016, we changed the contact information question on the exit surveys and are hoping this will assist the department in gaining an effective alumni contact list.

## 4. What changes did you make as a result of these findings?

**a. Courses:** The results of the findings showed each of the instructor's areas that need to be strengthened and those areas that should continue to be enforced. For instance, the high percentage of achieved learning outcomes in MCJ 106 reflect the strength of the hands-on exercises and individualized instruction. In MCJ 5, the results showed improved learning by switching from the online learning course that was used in 2015 to face-to-face instructions. The results from the assessments in MCJ 128 and MCJ 126 revealed a need to further strengthen the rubrics not only in MCJ128 and MCJ126 but also with MCJ124. In particular, the rubrics used with the professionals in evaluating student projects in MCJ128 need to be examined and revised. The 3-part rubric rated students' work on a scale of 1-10 for content, creativity and execution, assessing the following outcomes: 2.2, 2.3, 3.1 and 3.2; however, the vagueness of the professionals' responses reveal some need for refinement with the rubric. In addition, the ratings by the professionals revealed a wide range (from 4.65 to 8.33) and shows a need to possibly refine the rubric to better assess the learning outcomes and also, to address the weak areas of student learning by including other class projects. Finally, the assessment efforts with MCJ 124, 126 and 128 revealed the need to better communicate assessment practices with newly hired instructors so that they are addressing the proper learning outcomes in their courses and using effective rubrics to measure these learning outcomes. The results from assessment efforts in MCJ 164 revealed the need to strengthen class instruction and exercises that will increase students' ability to satisfactorily explain and apply media theories. In addition, the results in this class also revealed the need to strengthen writing skills. The instructor in MCJ175 will continue to work on developing a rubric to effectively assess learning outcomes. Although the self-report essay revealed interesting results about the students' achievement of learning outcomes, a different direct measure might prove to be more effective in assessing students' learning outcomes. Finally, due to the results across various courses, the department implemented the pre/post tests that assess writing skills. These pre/post tests have proven to be useful for the department for discovering if students' writing skills are increasing, not only in our lower division writing courses but also in other upper-division MCJ courses. The department will continue to revise the pre/post rubric to effectively assess writing skills. In addition, based on the results to date, the department is continuing to explore ways to increase writing competency in all MCJ courses.

**b. Overall:** The MCJ department is pleased with the assessment efforts that have been made in recent years and continue to be made. Our assessment efforts help the department to effectively assess the curriculum and program and continue to make changes to improve and strengthen the department.

As a result of the continued assessment efforts, one major change that the MCJ department has made during 2015-2016 is to re-evaluate the rubrics that are being used (or not used) in all MCJ courses in order to make sure that they are accurately and effectively measuring the learning outcomes listed in our SOAP. To evaluate our assessment tools, we began by examining all of the syllabi used in MCJ courses and the learning outcomes listed within (or not accurately listed). After reviewing the syllabi, the department learned that many of the MCJ faculty were not accurately listed the learning outcomes nor assessing whether these learning outcomes were being achieved by our students. As a result of these efforts, all MCJ syllabi now include the

proper learning outcomes and instructors are being taught how to effectively construct and use rubrics.

In addition to re-evaluating our syllabi and assessment rubrics, the department also made revisions on our SOAP and the learning outcomes for each class. As a result of this review, the department discovered an important need to assess the key learning outcome of “writing” throughout MCJ courses. To evaluate writing curriculum and learning outcomes, the department implemented pre/post tests. These pre/post tests began in fall 2015 and the results have been used to assess how to effectively teach students writing skills and to effectively increase these skills. Based on the results of these pre/post tests, the department found a need to strengthen consistency across all writing courses. The department is focusing on these areas and will continue to assess and evaluate these areas.

Next, a couple of faculty in the department are currently conducting research with professionals in the industry to determine 1) if our students are adequately prepared, and 2) what skills professionals believe are crucial for new journalists to have before entering the professional workforce. Preliminary results of this research indicate that the essential skills are writing and editing. The initial results provide the department further evidence of the need to strengthen writing skills and continue to assess these learning outcomes.

**Writing Assessment:** As was mentioned previously, the department implemented a pre/post exam to assess writing in all lower-division writing courses and in a couple of upper-division writing courses. The department will continue to utilize these assessment tools and will continue to examine them in order to effectively assess writing skills.

**Critical Thinking:** The department's current SOAP does not include a critical thinking component, and as a result of our recent findings, the department is engaged in discussions and will be adding a critical thinking component to the SOAP.

**Internship:** The inclusion of the WASC learning outcomes as part of the assessment has proven to be valuable. The internship coordinator continues to examine the rubric that company internship supervisors use to assess students’ learning outcomes and progress. One area the department is changing as a result of assessment items is to offer MCJ 191 (internships) as 1-3 units, giving the students the ability to take the internship more than once. In addition, the course will be changed from a CR/NC to a letter grade, which will better reflect the students’ learning outcomes.

**Indirect measures:** Although the department has not successfully surveyed alumni in recent years, the department is re-examining how to improve this area by gaining current contact info via the MCJ website and more. The department made one change to the exit survey to increase the chances of connecting with alumni. This change included the addition of asking students to provide the department with non-Fresno State email. In addition, the MCJ website was revised and a page was added that allows alumni to submit their current contact information. The department is also considering a newsletter to better connect with alumni. The department

continues to explore ways to strengthen its indirect measures and ways to effectively connect with alumni.

## 5. What progress have you made on items from your last program review action plan?

Although some items were mentioned above, the department has made progress on the following items since our last program review:

- Revise SOAP.
  - **Actions:**
    - Completed revision of Student Outcomes Assessment Plan based on the *Think, Write, Produce* curriculum framework.
    - Revised learning outcomes in all MCJ courses.
    - Started the discussion on including Critical Thinking into the SOAP and curriculum framework.
- Revision of rubrics to better assess learning outcomes.
  - **Actions:**
    - Included the university's WASC learning outcomes on at least one department assessment.
    - Department faculty are actively working to revise (and develop) rubrics that more accurately and effectively assess learning outcomes in all MCJ courses.
    - New instructors are being trained on how to develop rubrics and how to routinely use them to assess learning outcomes.
- Assessment.
  - **Actions:**
    - Concentrating efforts to assess "writing" learning outcomes and improve results in this area. In fall 2015, the department started conducting pre/post tests to directly measure writing competency in all MCJ writing courses. This was the first step and efforts continue in this area.
    - Evaluated all syllabi to ensure correct learning outcomes were listed and being assessed. Worked with new faculty to teach them how to develop rubrics and assess student learning outcomes. Also, advised all instructors on the proper learning outcomes that should be listed on syllabi and assessed in MCJ courses.
    - Examined ways to include "critical thinking" into our SOAP and assessment. This is ongoing.
    - Re-evaluated all learning outcomes on the current MCJ SOAP and made changes where needed.
    - Examined and revised curriculum based on assessment. Based on responses from exit surveys and a thorough review of journalism

programs throughout the country, the department held many discussions and started the implementation of many changes to the MCJ curriculum: new courses; name changes on courses to better reflect the content and to align with industry standards.

- Changed the “Journalism” option back to two separate options: Broadcast Journalism and Print Journalism. In 2014, the department made a name adjustment to the Broadcast and Print Journalism options by combining “Broadcast Journalism” and “Print Journalism” under one option heading of “Journalism.” After reviewing our enrollments and recruitment efforts, the department learned that this change was negatively impacting the department’s enrollment in Broadcast Journalism. In addition, prospective students were interpreting this one option incorrectly and thought we did not have a Broadcast Journalism option area. Also, campus advisors were also telling new students that the MCJ department did not have a “Broadcast” Journalism program. As a result, the department initiated a change in the program and separated these two options again. Broadcast Journalism and Print Journalism are now listed as two different option areas for MCJ majors.
- Indirect Measures:
  - The department continues to conduct exits surveys with its graduating students to assess the quality of our program. The department continues to evaluate this survey to strengthen the feedback from students. In addition, given the poor response rate in spring 2016, the department continues to examine effective ways to get all graduating students to complete the survey.
  - The department continues to examine effective ways of surveying alumni and retrieving crucial information about how the program prepared them for their careers. The department has updated the webpage to assist to better connect with alumni and to be able to gather important feedback.
- Curriculum/Program:
  - **Actions:** Since the last review, the department has made numerous changes to the program to better prepare our students and to ensure they are learning sufficient areas that are needed to succeed in their future careers. These changes include increasing the total number of units required for the MCJ major. This change was the result of assessing other departments across the university and within Mass Media and Journalism departments at other universities across the country. In addition, the department has updated CS designations, added new courses, changed course names and content descriptions, deleted courses that have not been taught in a number of years

and/or are no longer pertinent to the current industry, and other curriculum changes. In addition, the department made curriculum changes to establish clear capstone courses in all option areas: Print Journalism will use MCJ108; PR will use MCJ159S; Multimedia will use MCJ118S; and Broadcast Journalism will use MCJ128. These changes were made in an effort to assess learning outcomes achieved in each MCJ option area. The department continues to evaluate the program and courses in order to align with industry standards and other Mass Communication & Journalism programs across the country.

- Faculty:
  - **Actions:** The department has been involved in several tenure-track searches during the 2015-16 AY and continues with these efforts. We have requested approval to do approximately 5 new searches. Due to a failed search in 2015-2016, a new search is being conducted in fall 2016 for an Advertising/PR tenure-track position. The department hopes to get additional searches to strengthen the department.
  
- The Collegian online adviser:
  - **Actions:** This has been temporarily merged with editorial adviser pending the addition of faculty members.
  
- Convergence:
  - **Actions:** The department is still considering its options on this. Nationwide trends of media convergence have changed since our action plan was written, necessitating a different response than was presented here.
  
- Collegian Student-Reporters:
  - **Actions:** We continue to work with our colleagues in Athletic Communication on full access to The Collegian's reporters to University news and sports. This has been successful as of late. The Collegian student reporters continue to work closely with University Communications, Athletics and other journalists in the community.