Journalism and Mass Communications

PROGRAM INFORMATION

Date submitted: ______November 2, 2010___________

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<tr>
<th>Degree Program(s):</th>
<th>BS, MS</th>
<th>Department:</th>
<th>Journalism, Mass Com</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>William Briggs</td>
<td>Phone:</td>
<td>4 - 3249</td>
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<td>Report Prepared</td>
<td>Cecelia Baldwin</td>
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<td>Next Self-Study due</td>
<td>2015</td>
<td>E-mail:</td>
<td><a href="mailto:ceceliabaldwin@gmail.com">ceceliabaldwin@gmail.com</a></td>
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Note: Schedule is posted at: [http://www.sjsu.edu/ugs/programplanning/](http://www.sjsu.edu/ugs/programplanning/)

ARCHIVAL INFORMATION

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<tr>
<th>Location:</th>
<th>DBH 225</th>
<th>Person to</th>
<th>Cecelia Baldwin</th>
<th>4087721435</th>
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<tr>
<td>(Bldg/Room #)</td>
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<td>(Name)</td>
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Assessment schedule is posted at [http://www.sjsu.edu/ugs/assessment](http://www.sjsu.edu/ugs/assessment)

Please send any changes to the schedule or to student learning outcomes to Jackie Snell
[jacqueline.snell@sjsu.edu](mailto:jacqueline.snell@sjsu.edu)

**SLO #11 Tools and technologies appropriate for the communications professions in which they work**

**Initial Evidence of Student Learning:** Faculty initially identified SLO #11 as a primary need for the department. In the changing world of communications it was considered vital for the strength of the department to keep technology in the forefront of our curriculum. Initially students were surveyed as to the need of advancing tools and technology education. Although students felt that the technology education they were receiving was appropriate (about 80%), about a third of students felt additional technology tools and concepts could be beneficial. Direct measures of student projects
were reviewed and although there were many excellent projects utilizing technology, faculty determined it to be necessary to implement a broader strategy to maintain and move forward on tools and technology education. Journalism and Mass Communications has been in the forefront of technology communication and faculty agreed that the curriculum needed to reflect that.

Change(s) to Curriculum or Pedagogy:

New course development: An experimental course, New Media Technologies was developed and offered in Fall 2008 as a permanent course. It is co-listed as MCOM 63 New Media technologies and APSI 63 (New Media Technologies). All majors are required to take this course.

A new graduate course in New Media technologies was also developed.

A new media tenure tract professor was hired in Spring of 2009.

An additional interim website/blog for JMC (Journalism and Mass Communications) was developed in Fall 2009.

MCOM 63 Course Description: Hands-on instruction in multimedia and emerging new media technologies. Print and web page design, blogging, podcasting, RSS, and creation of multimedia presentations by combining still photos, graphics, and video with music and/or other audio. Is now required of all students.

New E-Portfolio Course was introduced in Spring 2010 and additionally taught in Fall 2010. Hands-on instruction of web based tools and design make this new one unit course a valuable part of a student’s education. Currently it is in faculty discussion to determine if it should be required of all students.

New website is under development by the School of Art and Design for Journalism and Mass Communications. It is targeted to be opened the end of Fall 2010.

Graduate Program is being redesigned. Curriculum for a new Graduate Program centering on “New Media in Communications” has been approved by faculty.
Evidence of Student Learning after Change. Direct Measure: Student projects developed in newly required tech course.

Eportfolios developed in eportfolio course. Spring 2010

Direct Measure: Student essays on technology course (MCOM63) and what they knew before they had the class and what they learned in the class, and how they used the course in their capstone course. Spring 2010

CASA Assessment Summary

Journalism and Mass Communications – BS & MS program

SLO #11 Tools and technologies appropriate for the communications professions in which they work

Assessment

Indirect and direct assessment was utilized. Direct measures of student projects were reviewed and faculty determined it to be necessary to implement a broader strategy to maintain and move forward on tools and technology education. Not evident as to how the projects were assessed.

Changes included: In 2009, two new courses (undergraduate and graduate) in New Media technologies were developed; a new media tenure tract professor was hired; a website/blog for JMC was developed and a new E-Portfolio Course was introduced in Spring 2010 and taught in Fall 2010. In addition curriculum for a new Graduate Program centering on “New Media in Communications” has been approved by faculty.

Rubric/Closing the loop

Indirect assessment was used for student essays on the new media technology course (MCOM63) that included what they knew before they had the class, what they learned in the class, and how they used the course in their capstone course. Spring 2010 – not included in this report. No rubric was mentioned for scoring the essay.