

Annual Performance Report Undergraduate Programs

Department/Program: **Mass Communications**

Date submitted: 10/17/2024

Person(s) submitting report: Suman Mishra, Graduate Program Director & Chair

This program:

utilizes distance education*

does not have any online courses

*(Distance education is defined by the Higher Learning Commission here <https://www.hlcommission.org/General/glossary.html>).

STUDENT LEARNING (Questions 1 – 6)

1. Please copy and paste the table from your [assessment plan](#) here that provides student learning outcomes, measures, and targets. The program student learning outcomes should align with SIUE's [Objectives for the Baccalaureate Degree](#).

- a. Has the program changed its assessment plan and process?

Yes

No

If yes, provide a summary of the changes and attach the program's revised assessment plan.

1. First Amendment and Freedom of Speech and Press

Learning outcome: The student will be able to identify the five freedoms in the First Amendment and state their importance in the United States; distinguish between areas of expression that are and are not protected by the First Amendment; identify range of freedom of expression around; and apply legal principles to contemporary media issues.

ACEJMC expectation: understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;

2. History and Roles of Media in Society

Learning outcome: The student will be able to identify significant milestones in the history of communications; describe important events and individuals in the history of media and communication in the United States; and analyze the role and impact of media on U.S. society.

ACEJMC expectation: demonstrate an understanding of the history and role of professionals and institutions in shaping communications;

3. Diversity in the United States

Learning outcome: The student will be able critically evaluate the U.S. media content for representation of race, class, gender, sexual orientation and other forms of diversity; create works that are sensitive to diverse groups.

ACEJMC expectation: demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;

4. Diversity of People and Culture in a Global Society

Learning Outcome: The student will be able to demonstrate an understanding of the diversity of peoples and cultures around the world; describe ways to identify and communicate with diverse audiences; analyze and articulate the impact of media on global society.

ACEJMC expectation: demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;

5. Apply Theories in Presenting Images and Information

Learning outcome: The student will be able to identify leading communication theories and concepts; analyze aesthetic principles that guide the production of visual content; and demonstrate the ability to apply theories and aesthetic principles in the presentation of images and information.

ACEJMC expectation: understand concepts and apply theories in the use and presentation of images and information;

6. Ethical Ways of Thinking

Learning outcome: The student will be able to describe the philosophical underpinnings of ethical decision-making; recognize the symbiosis between law and ethics; and apply ethical principles to contemporary issues in communications. The student will be able to articulate the importance of truth, accuracy and fairness in the communications process; describe how access to information seeks to ensure these values; and demonstrate the ability to be fair and accurate in applying news values.

ACEJMC expectation: demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

7. Think Critically, Creatively and Independently

Learning outcome: The student will be able to explain the creative elements of professional communications; and draw rational conclusions from evidence and critical analysis of social and communications phenomena.

ACEJMC expectation: think critically, creatively and independently;

8. Engage in Research and Critical Evaluation

Learning outcome: The student will be able to describe qualitative and quantitative research methods; evaluate information from primary and secondary sources; and write and present a scholarly paper using methods appropriate to the communications professions.

ACEJMC expectation: conduct research and evaluate information by methods appropriate to the communications professions in which they work;

9. Write Clearly and Accurately

Learning outcome: The student will be able to demonstrate proficiency in grammar, spelling and mechanics; organize content for effective storytelling; and write with accuracy, clarity and style for different audiences, different media and across multimedia platforms.

ACEJMC expectation: write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

10. Evaluate Work of Others

Learning outcome: The student will be able to evaluate the work of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

ACEJMC expectation: critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

11. Understand Data and Statistics

Learning outcome: The student will be able to perform basic numerical computations; interpret statistical data regarding public opinion polls, marketing research and audience analysis; and demonstrate the ability to apply these concepts in appropriate communications professions.

ACEJMC expectation: apply basic numerical and statistical concepts;

12. Use the Tools of Technology

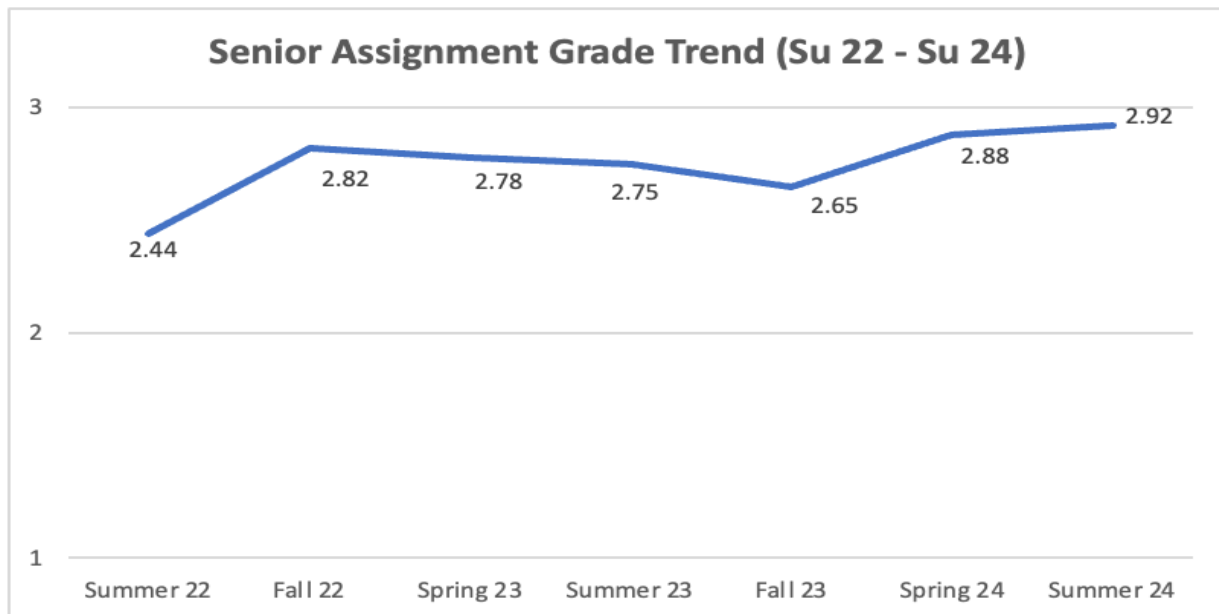
Learning outcome: The student will be able to describe how technologies shape the way people perceive and interact with the world; master the tools and technologies appropriate for communications professions; and produce media content for print, audio, video, the web and mobile applications.

ACEJMC expectation: apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

SIUE's Objectives for the Baccalaureate Degree	Mass Comm Objectives
Analytic, Problem Solving, and Decision-Making Skills	11
Written Communication Skills	9
Oral Communication Skills	10
Foundation in Liberal Arts and Sciences	5 and 7
Value of Diversity	3 and 4
Scientific Literacy	8 and 12
Ethics	6
Preparation in an Academic Discipline	1 and 2

2. Please provide data from your assessment measures illustrating trends over the past 2 years. Include summarized data for all program assessments. *This section should show results of student learning for each assessment included in the table above (data should be added for each learning objective and indicators)¹.* You may attach tables summarizing the data and provide a brief narrative describing the specific findings*.

Senior Assignment trend Summer 2022 – Summer 2024



¹ Data should be aggregated. Do not include student identifiers.

Note: The figure above shows the mean grades for the seven semesters over the past two years. The means were calculated based on the 3-point SIUE scale: 1 (NOT meeting expectations), 2 (Meeting expectations), and 3 (Exceeding expectations).

*If there are any student learning outcomes that suggest potential concerns, please list these in the [Continuous Improvement Log](#) (question 6) and describe how these will be monitored.

3. Please complete the following table with overall results from the Senior Assignment:

Semester	Number of Students Completing the Senior Assignment	Number of students exceeding expectations	Number of students meeting expectations	Number of students NOT meeting expectations
Summer 2023	8	6	2	0
Fall 2023	20	13	7	0
Spring 2024	25	22	3	0
Total for AY 23-24	53	41	12	0

Note: There are five categories for the senior assignment grades: Poor, Below Average, Average, Above Average, and Great. “NOT meeting expectations” is equivalent to “Poor” and “Below Average” combined; “Meeting expectations” is equivalent to “Average”; and “Exceeding expectations” is equivalent to “Above Average” and “Great” combined.

4. Please complete the following table with Senior Assignment results related to the Objectives for the Baccalaureate degree. Please include data for all students completing the Senior Assignment in your program in AY 23-24 (e.g. Summer 2023– Spring 2024)

Objective	Number of students where this objective was measured*	Percentage of students exceeding expectations	Percentage of students meeting expectations	Percentage of students NOT meeting expectations
Analytic, Problem Solving, and Decision-Making Skills	86	50.0%	27.9%	22.1%
Written Communication	86	80.2%	5.8%	14.0%
Oral Communication	86	37.2%	32.6%	30.2%
Foundation in Liberal Arts and Sciences	86	64.0%	33.7%	2.3%
Value of Diversity	86	50.0%	45.3%	4.7%
Scientific Literacy	86	27.9%	48.9%	23.3%
Ethics	86	61.6%	12.8%	25.6%
Preparation in an Academic Discipline	86	63.9%	32.5%	3.5%

*Please, provide exact headcount.

Note:

The numbers in the table above are the result from an analysis of the Exit Exam data, which were collected in Summer & Fall 2023 and Spring 2024. The exam consists of 60 questions and measures 12

Mass Comm objectives. The table below that can also be found in the department's Assessment Plan shows the equivalency between SIUE's objectives for the Baccalaureate degree and Mass Comm objectives.

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The grade scale for each SIUE's objective is from 0 to 5. When an SIUE's objective is equivalent to two Mass Comm objectives combined, the scores for two Mass Comm objectives are averaged to form a new score for that SIUE's objective.

The 6-point scale was recoded into a 3-point scale that is used in the report form so that "Not meeting expectations" is below 2, Meeting expectations is 2-4 (below 4), and Exceeding expectations is 4-5.

5. After reviewing the assessment results the department has decided to: (check one)
 - Stay the course and continue to monitor; we're satisfied that the program is preparing students to meet the benchmarks/ outcomes/goals.**
 - Monitor the results and investigate causes;** we may need to make changes but need more information to make that decision. List below what you plan to investigate.
 - Make changes.** List changes below.

Comments: We successfully completed the program's reaccreditation in 2024, receiving outstanding results.

6. Please complete the **Continuous Improvement Log** regarding the program's continuous improvement activities. Write a brief summary of continuous improvement efforts undertaken by the program in last fiscal year.

Continuous Improvement Log

What have you identified in your assessment data or other information that you are looking into further?	What specific data or evidence was used to identify the problem?	What is the source of the evidence or data?	What action(s) have been taken or solutions identified to promote improvement?	When did the action(s) occur?	What are the results of the change(s) or improvement(s)? Provide evidence demonstrating the outcome. If there is not yet evidence to demonstrate change,

					what anticipated outcomes do you expect?
We are looking into incorporating more multimedia project within the journalism sequence	Students' qualitative comments	Senior Assessment letters and Alumni input	In Fall 2025, we will be tweaking the news production course to make it a multimedia journalism course	Fall 2024	We will see the results in 2026
Providing opportunities to students to take more skills courses	Students' qualitative comments	Senior assessment letters and Alumni input	We have made changes to the program to reduce restrictions and allow students to take more skills courses. The new program is going through the approval process.	Spring 2024	We will see the results in 2026
Offering specific courses that students have asked for; Removal of requirement of specific "coding courses"	Students' qualitative comments	Senior assessment letters	Schedule the offering of Sports Journalism and After Effects class	Summer 2024	Sports journalism class will be offered in Fall 2024 and After Effects in Spring 2025 We have made MC 327-web design course an elective in our new program change.
Lack of access to equipment outside of class	Students' qualitative comments	Senior assessment letters	At this point we have limited number of production equipment and hence cannot allow students not enrolled in production classes to check them out.		

ONLINE ASSESSMENT – (Question 7) Complete this section if you have at least one online course in your program; if you only have traditional or hybrid courses, please move to Enrollment and Completion

7. Complete the table below for **all online courses** in your program offered during this academic year. If there is no similar traditional course to the online course, include 'NA' in the appropriate cells. **If there are substantial differences between online and traditional courses, please include comments and/or plans for resolution.**

Course number	Are the course objectives the same as the traditional format	Of the students that enrolled, what percent completed the online course with a C or better?	Of the students that enrolled in the same course but in traditional format, what percent of students completed the	How do you ensure that this course is coherent, cohesive, and comparable in academic rigor to the traditional format course?	Were there any difficulties experienced in offering this course online?

	course? (Y, N, NA)		traditional course with a C or better?		
MC 325	Y	75%	94%	Instructor uses best practices in online teaching.	No
MC 342	NA	68.75%		Instructor uses best practices in online teaching.	No
MC 401	Y	81.67%	67%	Worked with IDLT to ensure quality	No
MC 403	Y	79%	84.6%	Worked with IDLT to ensure quality	No
MC 451	Y	100%	90%	Instructor uses best practices in online teaching.	No
MC 455	Y	85.7%	94.75	Worked with IDLT to ensure quality	No

7a. Where applicable, what strategies did you use to improve courses offered in online formats?

[Worked with IDLT to redesign the course and ensure quality.](#)

ENROLLMENT AND COMPLETION – (Questions 8 – 11)

8. If applicable, please describe the Department's contributions to:
- General Education
 - Mass Comm offers the following courses which count towards General Education Credits:
 - [Gen-Ed Experience Courses: MC 351, MC 453, MC 456, MC 472](#)
 - [Interdisciplinary Courses: IS 303 and IS 353](#)
 - Other Programs (Honors, CODES, FST, etc.)
 - [Mass Comm faculty have taught Honors, CODES, FST courses.](#)
 - Other
9. Please complete the enrollment table and describe how the program is addressing enrollment trends. The response should outline any curricular decisions or external factors that have led to changes in enrollment. If the change in enrollment potentially affects student learning, please describe the issues at stake. Use this link to find degrees granted and enrollment data: <http://www.siue.edu/inrs/factbook/annex.shtml>

	FY 20	FY 21	FY 22	FY 23
# degrees granted	76	57	62	51
# of students enrolled (Fall)	193	172	169	158
Optimal enrollment	200	200	200	200

10. Discuss program retention rates. Please pay particular attention to specific successes and areas of concerns and any potential barriers to completion that might need to be addressed. Use the following link to get your program data: https://www.siue.edu/inrs/factbook/Program_rates.shtml

	Program Retention Rate	Program Success Rate
2 year	74.3%	90%
4 year	12.5%	70.8%
6 year	1.1	84.9%

11. Please, include a discussion of any [high impact practices](#) with a specific lens on serving under-represented minority students.

The program ensures an inclusive environment that recognizes and values the unique perspectives and experiences that underrepresented minority students bring to the academic community. Mass Communications courses incorporate several high-impact practices designed to support student success, particularly for minority students.

One key practice is the emphasis on writing at all levels of instruction and across the curriculum, culminating in senior portfolios that showcase students' development. This focus on writing ensures that students can communicate effectively in various contexts, a crucial skill in media-related fields.

Collaborative assignments and projects, such as those in media production courses, are another high-impact practice. These projects foster teamwork, creativity, and practical skills that prepare students for professional roles. Students also engage in undergraduate research and internships, both of which are required components of the program. These opportunities provide real-world experience and help students build professional networks, which is especially important for underrepresented minority students navigating industries where they may encounter additional barriers.

Furthermore, Diversity/Global Learning is integrated into the curriculum through required courses such as Media and Society, Cultural Studies in Media, and Transnational Media. These courses encourage students to critically examine media through the lenses of race, ethnicity, and global perspectives, helping to prepare them for work in increasingly diverse and globalized media industries.

EXPERIENTIAL EDUCATION – (Question 12)

12. Experiential learning entails learning by doing, reflecting upon the learning, and feedback. Please complete the following table with information about any of the listed activities where students participate in experiences that allow for structured practice with real world problems or scenarios, they reflect on their practice, and they receive feedback. Please include activities only once in the table if they meet multiple categories. For example, if a practicum includes simulation, include the activity only under practicum or simulation, but not both. Please, report this data based on FY 24.

Activity	List the course or courses where this activity occurred if applicable – does not have to be part of a course*	Brief description of the activity	Number of students that participated	Number of hours spent on the activity per student	Note if this is required or elective in the program (R or E)

	and the term				
Case studies	MC 471 – Intro to Social Media Analytics (Spring 2024)	Students were given three separate assignments (i.e., content analysis, sentiment analysis, and statistics) that were to be completed in R. For each assignment, students were presented tweets from D. Trump and H. Clinton. The students were then told they were new hires to a research group studying political messaging styles. They must then complete each assignment within that role.	9	15	E
	MC 451 – Research Methods in Mass Media (Spring 2024, repeating Fall 2024)	Students were informed they are working in the communications/marketing department of a radio station and must write a retrospective on the Billboard Top 100. They were then given a series of statistics questions that would result in information you would later include in the retrospective. Students were to pretend to be interns for the YouTube show Hot Ones. They were tasked with making data visualizations that related information about the show.	10	3	R
Client-based projects	MC402, Media Management FS23	Students promoted WSIE, student clubs, and a local consultant in social media “startups”	20	This was a group activity . On average, 5 hours per student.	R (for Production students)
	MC323 Digital Publishing & Design SP24	Students designed posters for Mass Comm Week	20	2	E
	MC 325 Fall23	Groups of students created advertising campaign for local businesses and/or non-profits	35	10	R (for Advertising & Strategic Media)
Clinical experiences					
Competition / Exhibition	MC402, Media Management SP24	Two students submitted executive summaries to The Other 40 competition	2	10	R

Co-ops					
Fellowships					
Field trips	MC202 Spring 2024	Covering a City Council Meeting	15	8	R
	MC 333 Fall 23 and Spring 24 MC 433 Fall 23 and Spring 24 MC 443 Spring 24	Students in MC 333/433 produced (filmed and edited) multiple short news, documentary, or entertainment videos for our half-hour news magazine show. They also produced a commercial for the show and a PSA for real non-profit. And they all crewed the show during our 2-hour lab. In MC 443, students produced a number of short films	MC 333 Fall 23: 10 Spring 24: 14 MC 433 Fall 23: 3 Spring 24: 6 MC 443: 14	MC 333/43 3 Appro x. 42 MC 443: Appro x. 40	E E
Field work	MC 330	Students team up and film various projects on location (mini-documentaries; production skill practices, etc.)	19	4	R
	MC 324 Fall 2023	Weekly working of a beat, collecting information, looking for story ideas and developing relationships with sources	14	20	R
Internships for credit	MC 481 Fall 23, Sp 24, Sum 24	Students intern with external Mass Comm related companies, non-profits, or other entities.	MC 481 Fall 23: 14 Spring 24: 23 Sum 24: 22	175	MC 481: R MC 482: E
	MC 482 Fall 23, Sum 24	Students in MC 481 also submit a senior assignment portfolio which is judged by industry professionals	MC 482 Fall 23: 2 Spring 24: 0 Sum 24: 1	175	
Internships not for credit					
Laboratory work					
Learning Communitie s	MC 201	Students participate in CircleIn, online learning community	35	2	R
Performanc es	MC331	Students perform for the camera as a talent, as a news anchor, and as a talk program host.	8	4	R
Practicums					
Service Learning /Community Service	MC 327	Students develop websites for university and local communities: church, sorority, sport teams and theater groups	16	10	E

Simulations					
Student teaching					
Study Abroad					
Supervised training					
Undergraduate Research	MC 451 – Research Methods in Mass Media (Spring 2024, repeating Fall 2024)	Students conduct original research. An example of this was featured in the student newspaper. https://www.alestlelive.com/news/article/87eb65f4-5c56-11ec-b60d-631af0a7edb3.html	60	10	R
Volunteer experiences		Students are producing and calling live hockey games for the Cougar club hockey team	15	4	E
Writing Intensive Courses	MC202, Section 3 FS23 SP24	Students write news stories, broadcast scripts, news releases, and social media posts	20	30	R
	MC330 SP24	Students write a variety of broadcast news and advertising scripts	20	30	R
	MC330 Fa23	Students write for advertising campaign; news writing; press release writing; screenwriting	19	8	R
	MC 440	Students collaborate to write a documentary film proposal for 21st-century photography development.	25	4	E
	MC202 Spring 2024	Assigned reporting and writing four stories with the goal being of publishable quality. Profile of a classmate, Covering a Government Meeting. Covering a live speech and reporting and writing a story they generate the idea for about an issue that is campus related.	15	Meeting -- option to go to an a live 15 5 – profile 8-10 – govt mtg 8 – speech story 16 –	R

				campu s story	
	MC 324 Fall 2023	Report and write three stories of publishable quality the ideas for which are derived from working a beat and developing sources; two	14	8 hrs each – 2-3 page stories 12-15 hours – 5 page in-depth story	R
	MC 422 Sp 24	Students pick a real company or non-profit and write multiple pieces of corporate communications for the client throughout the semester, submitting multiple drafts to refine their messaging.	15	30	E

**This may include department/school/student organization activities as well.*