



College of Journalism and Mass Communication

2021-2022 Assessment Plan & Results

EXECUTIVE SUMMARY

The College of Journalism and Mass Communications (CoJMC) at the University of Nebraska-Lincoln (UNL) has established student learning goals aligned with the professional values and competencies recommended by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Additionally, UNL's "Achievement-Centered Education" (ACE) program mandates that all students complete a set of 10 student learning outcomes as part of their liberal arts education. The college offers ACE-certified courses adhering to university-wide standards. This report presents the assessment results for the academic year 2021-2022, aiming to measure the effectiveness of these learning goals.

For assessment, the college uses two direct and three indirect measures of assessment during one accreditation cycle. In addition, the college produces biennial assessment reports as required by the institution. The assessment reports include ACE assessments as well as ACEJMC assessment results.

During the 2021-22 academic year, the college administered two direct measures, the Berens Test and a capstone course review and two indirect measures, the Senior Exit Survey and an Alumni survey, to evaluate the ACEJMC learning outcomes. The scheduled assessment of ACE 10 capstones, which is conducted in coordination with ACE assessment, was postponed due to the COVID-19 pandemic. The assessment was reported at the university level and ACE recertification requests. The college's ACE 10 certified courses included ADPR/BRDC 429 Jacht Student Ad Agency, ADPR 439 Student Competitions, ADPR 489 Advertising and Public Relations Campaigns, JOUR/BRDC 400 The News Lab, SPMC 450 Sports Media and Communication Capstone.

As part of the ACEJMC assessment requirements, the college conducted internship evaluations, continued to administer the Senior Exit Survey, and reviewed the Alumni Survey. The Berens pre- and post-tests were administered in JOMC 100 and JOMC 098. The college also developed and analyzed a Student Success Plan.

The measures administered during 2021-2022 found that students struggle to understand principles of freedom of speech, write clearly and correctly, conduct research and apply numerical and statistical concepts.

To improve student learning during 2021-2022, the college implemented recommendations from a review of 200a Fundamentals of Editing and Reporting I, the college's core required writing course, established a requirement that all students complete JOMC 222 Social Justice, Human Rights and the Media and established a requirement that all students take three semesters of the Experience Lab.

GOALS OF THE UNIT

The College of Journalism and Mass Communications' (CoJMC) student learning goals are consistent with the 10 professional values and competencies as suggested by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). In addition, UNL's "Achievement-Centered Education" (ACE) general education program requires students to complete a set of 10 student learning outcomes as part of their liberal arts education. The college offers some courses that are ACE-certified, meaning they adhere to university-wide standards and regular assessment procedures.

ACEJMC Student Learning Outcomes

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

1. apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
2. demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
3. demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
4. present images and information effectively and creatively, using appropriate tools and technologies;
5. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
6. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
8. effectively and correctly apply basic numerical and statistical concepts;
9. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
10. apply tools and technologies appropriate for the communications professions in which they work.

Achievement-Centered Education Student Learning Outcomes

In addition, the University of Nebraska-Lincoln requires all students, regardless of major, to complete 30 hours of general education courses in its "Achievement-Centered Education" (ACE) program. The program consists of 10 student learning outcomes (three credit hours each) that were developed to help students of every major develop skills, build knowledge, exercise social responsibility, and integrate and apply those capabilities:

Develop intellectual and practical skills, including proficiency in written, oral, and visual communication; inquiry techniques; critical and creative thinking; quantitative applications; information assessment; teamwork; and problem-solving.

- ACE 1: Write texts, in various forms, with an identified purpose, that respond to specific audience needs, incorporate research or existing knowledge, and use applicable documentation and appropriate conventions of format and structure.
- ACE 2: Demonstrate communication competence in one or more of the following ways: by making oral presentations with supporting materials, by leading and participating in problem-solving teams, by employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or by creating and interpreting visual information.
- ACE 3: Use mathematical, computational, statistical, or formal reasoning (including reasoning based on principles of logic) to solve problems, draw inferences, and determine reasonableness.

Build knowledge of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and human diversity.

- ACE 4: Use scientific methods and knowledge of the natural and physical world to address problems through inquiry, interpretation, analysis, and the making of inferences from data, to determine whether conclusions or solutions are reasonable.
- ACE 5: Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues.
- ACE 6: Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior.
- ACE 7: Use knowledge, theories, or methods appropriate to the arts to understand their context and significance.

Exercise individual and social responsibilities through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues.

- ACE 8: Explain ethical principles, civics, and stewardship, and their importance in society.
- ACE 9: Exhibit global awareness or knowledge of human diversity through analysis of an issue.

Integrate these abilities and capabilities, adapting them to new settings, questions, and responsibilities.

- ACE 10: Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

CURRICULUM MAP

			1	2	3	4	5	6	7	8	9	10	ACE
		Direct/Indirect Measure from Assessment	FREEDOM	HISTORY	DIVERSITY	IMG/INFO	WRITE	ETHICS	RESEARCH	STATS	EVALUATE	TECH	
	JOMC 100	Berens Pre-Test (Direct)											
ALL COJMC MAJORS	JOMC 101	Program Review (Indirect)	●	●	●								
	JOMC 130s	Program Review (Indirect)				●		●			●	●	
	JOUR 200a	Program Review (Indirect)		●	●	●	●	●			●		
	JOMC 222	ACE 8/9 Review (Direct)			●			●					8, 9
	JOMC 486		●	●			●						
	JOMC 487	ACE 8 Review (Direct)			●			●	●				8
	JOMC 495	Internship Evaluation (Indirect)											
	JOMC 098	Berens Post-Test (Direct) Senior Exit Survey (Indirect)											
	JOUR 200B	ACE 1 Review (Direct)			●		●	●			●		1
	JOUR 302						●	●	●	●	●		
	JOUR 303						●	●	●	●	●	●	
	JOUR 304					●	●	●	●	●	●	●	
	JOUR 307					●			●	●		●	
	JOUR 346			●			●	●	●	●	●	●	
	JOMC 306					●		●			●	●	
	BRDC 372						●	●	●		●	●	
	JOUR 400	ACE 10 Capstone (Direct)			●	●	●	●	●		●	●	10
BRDC MEDIA PRODUCTION	BRDC 227						●				●	●	
	BRDC 260	ACE 1 Review (Direct)					●		●	●	●	●	1
	BRDC 269					●					●	●	
	BRDC 400	ACE 10 Capstone (Direct)			●	●	●	●	●		●	●	10

	BRDC 429	ACE 10 Capstone (Direct)			●	●			●		●	●	10
ADPR	ADPR 151			●	●			●					
	ADPR 221	ACE 1 Review (Direct)			●		●				●		1
	ADPR 283						●		●	●			
	ADPR 429	ACE 10 Capstone (Direct)			●				●		●		10
	ADPR 439	ACE 10 Capstone (Direct)							●		●		10
	ADPR 489	ACE 10 Capstone (Direct)							●		●		10
SPMC	SPMC 150			●	●			●					
	SPMC 250	ACE 1 Review (Direct)			●		●				●		1
	SPMC 350					●			●	●		●	
	SPMC 450	ACE 10 Capstone (Direct)							●		●		10
	SPMC 464						●		●	●			

MEASURES

In academic year 2021-2022 the College of Journalism and Mass Communications administered the following measures:

Direct Measures

- Berens Test: a pre and post-test: The Berens Pre-test was administered to all incoming freshmen in the required career preparation course, JOMC 100: First Year Experience. The post-test was administered to all graduating seniors in the required exit course 098: Senior Assessment.
- ACE 10 Capstone Review: Faculty teaching ACE 10 capstone courses conducted a review of student work produced in the courses during the 2021-2022 academic year.

Indirect Measures

- Senior Exit Survey: The Senior Exit Survey was administered to all graduating seniors in the required exit course 098: Senior Assessment.
- Alumni Survey: The Alumni Survey was administered to all CoJMC alumni with an active email address.

2021-2022 RESULTS

Berens Test

The Berens Test (named after former associate dean Dr. Charlyne Berens) was developed with models provided by other accredited programs, revised by faculty and approved by the college's executive committee. Revisions since the last site visit have moved away from the cohort-only approach due to data collection logistics, multiple changes in leadership, and the global pandemic. Data was collected from all JOMC 100 students, including the new spring section for transfer students. JOMC 098 restarted collecting data too. The test was administered to all students in the JOMC 100 First-Year Freshman Experience course, a one-credit hour required course for incoming freshmen. The post-test was administered to all students in the JOMC 098 Senior Assessment course, a zero-credit course for graduating seniors.

The purpose was to determine (1) whether the outgoing/graduating seniors group answered a larger proportion of the questions correctly than the incoming/freshman group and (2) to establish a reasonable benchmark for graduating students' achievement in the different areas.

The test asked students to answer 49 multiple-choice questions grouped into the professional values and competencies required by the Accrediting Council for Education in Journalism and Mass Communications. The number of questions in each group of competencies ranged from four to five. Each student group's percentage of questions answered correctly was computed. The percentage of correct responses by each student group in each competency category also was computed.

For this analysis, fall 2021 JOMC 100 and spring 2022 JOMC 098 data was used, representing the majority of students. JOMC 100 had 131 students complete the Berens pre-test with an average score of 27.7 (56.5%). JOMC 098 had 175 students complete the Berens post-test with an average score of 31.2 (63.7%). Below are the scores for each competency category from highest % difference to lowest.

Competency Area	% of Questions Answered Correctly (JOMC 100)	% of Questions Answered Correctly (JOMC 098)	% Difference
Truth, accuracy and fairness (Q=5)	45.2%	62.7%	+38.7%
Diversity of audiences in a global age (Q=4)	56.3%	67.4%	+19.7%
Use the tools of technology (Q=5)	53.9%	64.5%	+19.7%
Freedom of expression (Q=5)	48.4%	56.3%	+16.3%
Engage in research and critical evaluation (Q=5)	49.8%	56.6%	+13.7%
Write clearly and accurately (Q=5)	49.2%	54.9%	+11.6%
Understand data and statistics (Q=4)	45.0%	49.0%	+8.9%
History and role of media in society (Q=5)	60.9%	65.8%	+8.1%
Think creatively and analytically (Q=4)	71.6%	74.7%	+4.3%
Ethical ways of thinking (Q=4)	80.7%	84.0%	+4.1%

Apply theories in presenting images and information (Q=4)	59.0%	59.9%	+1.5%
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The five highest-scoring questions from JOMC 098:

Competency Area	% Answered Correctly (JOMC 098)
In making an ethical decision, a mass communications professional must consider:	90.3%
I Communicators are expected to maintain high standards of professional behavior. High standards are promoted through:	88.0%
One of the key ways the news media are helping consumers understand the news is by breaking down complex statistical stories into graphs and charts. This is called:	86.9%
When you ask people for their gender, race or age, you are asking for:	84.0%
Copyright has both ethical and legal dimensions. Copyrighted material can be used without permission for limited purposes under the:	84.0%

The five lowest scoring questions from JOMC 098:

Question	% Answered Correctly (JOMC 098)
Uses and gratifications theory might explain:	5.1%
Select the sentence with correct grammar and punctuation:	6.9%
A public opinion survey finds 60% support for an incumbent. Given a sample size of 800, the margin of error for the survey was +/- 3% at a confidence level of 19 times out of 20. This means that if someone did the survey many times using the same questions and sampling technique, we would expect to get results showing support for the incumbent:	12.0%
Unless consent is obtained, which of these would be an invasion of privacy by (mis)appropriation?	36.0%
A number of metrics are used to measure Web audiences. Which of the following is the metric you would use to measure the success of an online movie advertisement?	38.3%

The five highest scoring questions from JOMC 100:

Competency Area	% Answered Correctly (JOMC 100)
In making an ethical decision, a mass communications professional must consider:	96.2%
One of the key ways the news media are helping consumers understand the news is by breaking down complex statistical stories into graphs and charts. This is called:	94.7%
Stereotypes are:	89.3%
Think of movies, television, newspapers, radio, music and websites. U.S. media companies make money through all of the following except:	88.6%
The five freedoms cited in the First Amendment include all but which of the following?	87.0%

The five lowest scoring questions from JOMC 100:

Question	% Answered Correctly (JOMC 100)
Select the sentence with correct grammar and punctuation:	4.6%
You are doing research about a company and want to learn whether it has pending lawsuits. What is the best searchable database to use?	13.0%
A public opinion survey finds 60% support for an incumbent. Given a sample size of 800, the margin of error for the survey was +/- 3% at a confidence level of 19 times out of 20. This means that if someone did the survey many times using the same questions and sampling technique, we would expect to get results showing support for the incumbent:	16.0%
Uses and gratifications theory might explain:	16.8%
Minority ownership is a factor in the licensing process for which media industry?	17.6%

ACE 10 Capstone Review

Faculty who taught the ACE 10 capstone courses participated in discussions and reviewed the courses as part of UNL's assessment and recertification of ACE 10 courses. The courses included in the review were:

Advertising and Public Relations

- ADPR/BRDC 429 Jacht Student Ad Agency
- ADPR 439 Student Competitions
- ADPR 489 Advertising and Public Relations Campaigns

Broadcasting

- ADPR/BRDC 429 Jacht Student Ad Agency
- JOUR/BRDC 400 The News Lab

Journalism

- JOUR/BRDC 400 The News Lab

Sports Media and Communication

- SPMC 450 Sports Media and Communications Capstone

Faculty were asked to respond to a series of questions to evaluate student learning. The resulting reports were submitted to UNL for ACE 10 recertification and the college's assessment. The prompts were:

- *Please describe the course assignment(s) your students are given for their creative or scholarly ACE 10 products, and include the extent to which the work is completed as a group or as an individual effort.*
- *What has your assessment told you about the extent to which students are mastering a breadth and depth of knowledge in your field?*
- *What has your assessment told you about the extent to which students are attaining technical proficiency appropriate to your field?*
- *What has your assessment told you about the extent to which students are able to collect, synthesize and interpret information relevant to your field?*

- *What has your assessment told you about the ability of your students to present their scholarly or creative work?*
- *How have your students meaningfully reflected on the learning outcomes relevant to your field or on their experiences?*
- *How have you used your ACE 10 assessments to improve student learning outcomes for this course?*

The review found that students have the knowledge, skills, and abilities necessary to succeed in the field. However, the review also identified some areas where the courses could be improved.

Areas of Strength

Breadth and depth of knowledge: The review found that students in the capstone courses have a good understanding of the breadth and depth of knowledge in the field. This is because the courses cover a wide range of topics, such as research, writing, design, and production. The review team found that students are able to apply this knowledge to real-world projects, such as creating marketing campaigns for clients.

Technical proficiency: The review also found that students in the capstone courses are attaining technical proficiency appropriate to the field. This is because the courses provide students with hands-on experience with the tools and software used in the industry. The review team found that students are able to use these tools to create high-quality work.

Reflection: The review found that students in the capstone courses are meaningfully reflecting on the learning outcomes relevant to the field or on their experiences. This is because the courses require students to write reflections on their work. The review team found that these reflections help students to learn from their mistakes and to improve their skills.

Use of ACE 10 assessments: The review found that the ACE 10 assessments have been used to improve student learning outcomes. The ACE 10 assessments are a set of standards that define the knowledge and skills that students should acquire in college. The review team found that the ACE 10 assessments have helped to ensure that the capstone courses are meeting these standards.

Areas for Improvement

The review also identified some areas where the capstone courses could be improved:

Research and planning: The review found that students in the capstone courses need more training in research and planning. This includes learning how to identify and gather relevant information, develop a research plan, and analyze and interpret the data. The review team recommends that the capstone courses include more opportunities for students to practice these skills, such as through case studies and group projects.

Application of research to creative concepts: The review also found that students need more help applying the research strategy to their creative concepts. This includes learning how to use research to identify the needs of the target audience, develop creative ideas that meet those needs, and evaluate

the effectiveness of their creative concepts. The review team recommends that the capstone courses include more instruction on how to use the creative brief as a tool for applying research to creative concepts.

Professional communication: The review found that students need more coaching on professional communication. This includes learning how to write clear and concise emails, give effective presentations, and communicate effectively with clients. The review team recommends that the capstone courses include more instruction on professional communication, such as through workshops and guest speakers.

Working with tough clients: The review found that students need more instruction on how to work with tough clients. This includes learning how to handle difficult feedback, negotiate with clients, and manage expectations. The review team recommends that the capstone courses develop case studies and other materials to help students learn how to work with tough clients.

Senior Exit Survey

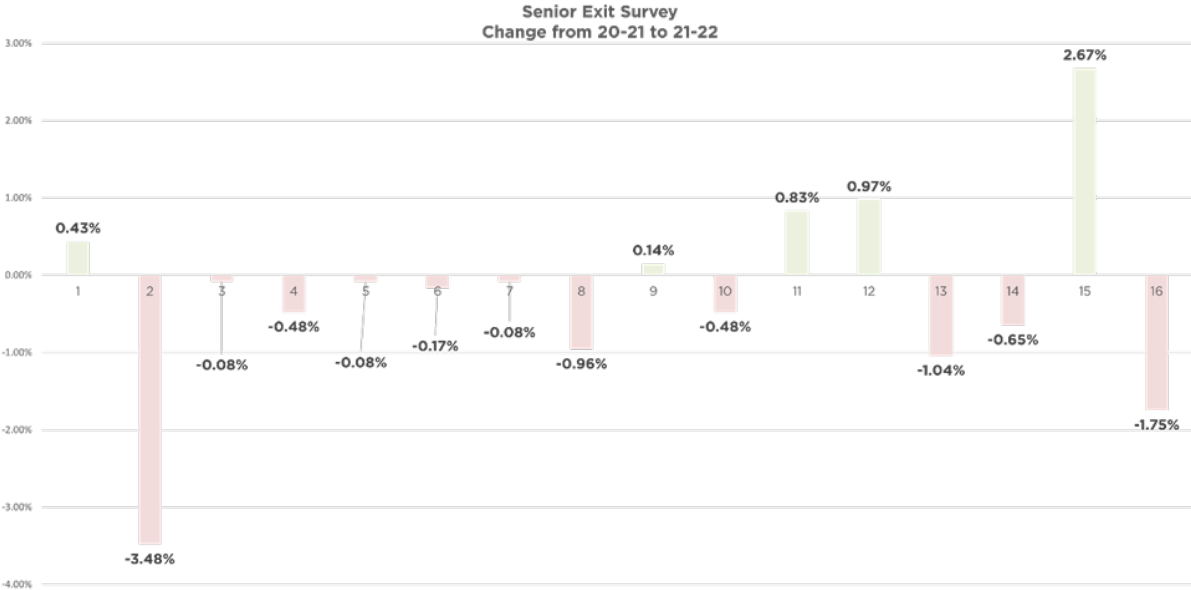
Below are the combined results from the AY 21-22 survey, including those from the fall 2021, spring 2022 and summer 2022. Students can choose between strongly agree, agree (combined into agree), disagree and strongly disagree (combined into disagree) for 16 statements that measure 10 learning outcomes.

ACEJMC Learning Outcome	Question	Measure	Agree	Disagree
1	1	I understand and can apply First Amendment principles to my work.	97.6%	2.4%
2	2	I can demonstrate an understanding of the history and the role of the professions in shaping communications.	90.9%	9.1%
3	3	I can demonstrate a respect for colleagues of different ethnic and cultural backgrounds.	99.6%	0.4%
	4	I can demonstrate a respect for colleagues of different genders.	99.2%	0.8%
	5	I can demonstrate a respect for colleagues of different races and ethnicity.	99.6%	0.4%
	6	I can demonstrate a respect for colleagues of different sexual orientations.	99.2%	0.8%
	7	I can demonstrate a respect for colleagues from different countries.	99.6%	0.4%
4	8	I can present data, text and images in a professional manner.	98.4%	1.6%
6	9	I can demonstrate professional and ethical principles through my work, including truth, accuracy, fairness and diversity.	99.2%	0.8%

7	10	I can solve problems creatively, independently and resourcefully.	99.2%	0.8%
7	11	I can conduct research and am able to evaluate information.	98.0%	2.0%
5	12	I can write correctly and clearly in styles appropriate to the communications professions.	97.2%	2.8%
9	13	Critically evaluate the quality of my own work and the work of others for fairness, clarity, appropriate style and grammatical correctness.	98.0%	2.0%
	14	I am able to critically evaluate the quality of the work of others for fairness, clarity, appropriate style and grammatical correctness.	98.4%	1.6%
8	15	I understand and can apply basic numerical and statistical concepts.	96.4%	3.6%
10	16	I can apply tools and technology appropriate to the communications profession in which I plan to work.	97.6%	2.4%

The top areas of concern are highlighted in red. Four of the five areas of concern from the 21-22 survey are consistent with the 20-21 Senior Exit Survey, including outcomes 1, 2, 9 and 12 (which correspond to statements 1, 2, 12 and 16). In 20-21, statement outcome 8 (statement 11) was an area of concern. In 21-22, outcome 8 dropped out of the top five and was replaced by outcome 12 (statement 16).

The chart below shows where we improved between 20-21 and 21-22 and where we gained and lost the most ground.



Of the 16 learning outcomes measured by the senior exit survey, the college improved on five between AY 20-21 and AY 21-22.

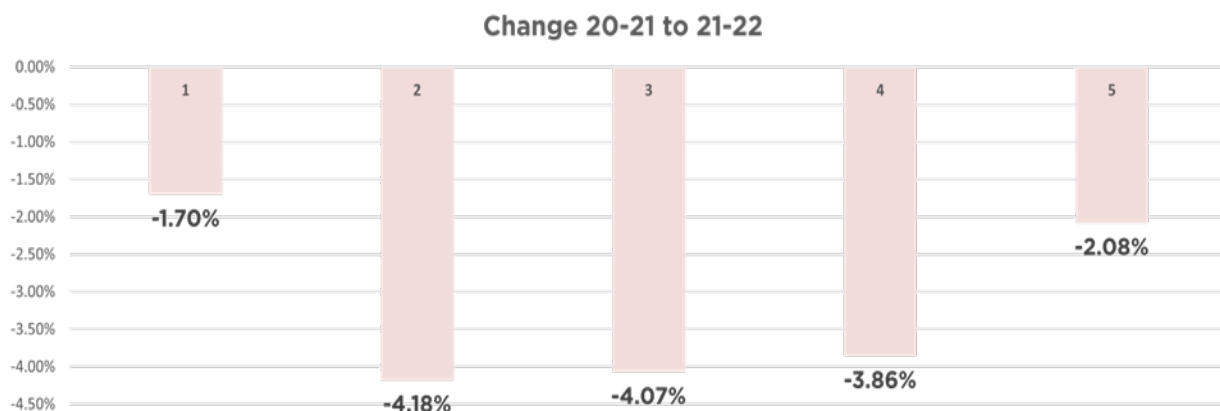
Note that statement two, I can demonstrate an understanding of the history and the role of the professions in shaping communications, had the fewest proportion of students who agreed with the statement and had the largest decline between last year and this year.

Additional Insights

The senior exit survey doesn't only provide us with information about our student learning outcomes. It also provides other insights into the success of our programs. Five general statements measure how satisfied or unsatisfied students are with the college's programs. Students can select from very unsatisfied, unsatisfied (combined into unsatisfied), satisfied and very satisfied (combined into satisfied).

Number	Measure	Satisfied	Dissatisfied
1	The advice, counsel, and guidance you received from the faculty in the College of Journalism and Mass Communications.	90.5%	9.5%
2	The advice, counsel, and guidance you received from the academic advisors in the College of Journalism and Mass Communications.	85.8%	13.8%
3	The education you received in the College of Journalism and Mass Communications.	88.1%	11.9%
4	The availability of the equipment in the College of Journalism and Mass Communications outside of class time.	92.1%	7.9%
5	The College of Journalism and Mass Communications has prepared you for success in your chosen	85.8%	14.2%

The college lost ground on all five of these measures between 20-21 and 21-22. One possible explanation for this trend is the reentry experience for students following the COVID-19 global pandemic. This trend is worthy of further consideration.



A particular area of concern in academic advising. The college developed an advising survey that was first administered in the spring 2022 semester. This survey will provide further insight and actionable data related to improving advising services in the college.

Alumni Survey

The college has recently conducted an alumni survey. The survey asked alumni to rate how satisfied they were with their education on the ACEJMC learning outcomes. The alumni were asked to rate on a scale of Very Satisfied (VS), Satisfied (S), Unsatisfied (U) and Very Unsatisfied). Responses of Very Satisfied and Satisfied were combined into Satisfied and responses of Unsatisfied and Very Unsatisfied were combined into Dissatisfied. The top five areas of concern, outcomes 4,5, 8,11 and 12, remained the same in 2022.

ACEJMC Learning Outcome	Question	Measure	Satisfied	Dissatisfied
1	1	Understanding and applying First Amendment principles	93.4%	6.6%
2	2	Understanding the role of the profession in society	93.8%	6.3%
3	3	Respecting colleagues with different ethnic and cultural backgrounds	84.3%	15.7%
3	4	Respecting colleagues from different countries	84.2%	15.8%
4	5	Presenting data, text and images in a professional manner	82.6%	17.4%
6	6	Practicing professional and ethical principles	95.7%	4.3%
7	7	Solving problems creatively and resourcefully	93.4%	6.6%
7	8	Conducting research and evaluating information	81.4%	18.6%
5	9	Writing correctly and clearly	94.3%	5.7%
9	10	Critically evaluating your own work and that of others to ensure quality of work	92.0%	8.0%
8	11	Understanding and applying basic numeric and statistical concepts	69.9%	30.1%
10	12	Understanding the tools and technology required to get assigned tasks completed	82.5%	17.5%

FINDINGS

The measures produced consistent findings related to student learning. The measures indicate that students are struggling with the following learning outcomes:

Results from the Berens test and the Senior Exit Survey demonstrate that students struggle with **Outcome 1**: apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located and **Outcome 5**: write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Results from the Berens Test, ACE 10 review and alumni survey indicate that students struggle with **Outcome 7**: apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.

Results from the Berens test, Senior Exit Survey and Alumni Survey indicate that students struggle with **Outcome 8**: effectively and correctly applying basic numerical and statistical concepts.

Results from the Senior Exit Survey and the Alumni Survey indicate that students struggle with Outcome 10: apply tools and technologies appropriate for the communications professions in which they work.

CLOSING THE LOOP

JOUR 200a Fundamentals in Editing and Reporting I

In 2020-2021, the faculty reviewed 200a Fundamentals in Editing and Reporting I. This core writing course is required for all majors in the college and is designed to address ACEJMC Learning Outcomes 5 and 7. The review resulted in several recommendations for updates to the course to improve student learning.

JOMC 222 Social Justice Human Rights in the Media

While assessment results did not indicate that the students struggle with culturally proficient communication, the college values diversity in all its forms. To ensure that every student develops into a culturally proficient communicator, the college faculty approved a new course requirement for all majors, JOMC 222 Social Justice Human Rights in the Media on Nov. 21, 2021. The requirement will be effective beginning the fall 2022 semester.

JOMC 197/297/397

On Nov. 12, 2021, the college faculty approved a requirement that all students complete three credit hours of the Experience Lab. Students will take one credit hour per semester for three semesters, working five hours per week in one of the College's Media outlets or agencies. In the Experience Lab, students will gain real-world experience working with professional mentors and real clients to develop into future journalism and mass communications professionals.