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Student Learning Assessment Plan
Journalism and Media Communication
Colorado State University
Revised 2023

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Overview
The JMC Department assesses student learning objectives to ensure that the education experience continues to meet our high standards of quality. The department assesses the status of the industry, the perspectives of alumni and professionals, the experiences of students, and the opinions of faculty and staff. Based on this information, recommendations are made to the faculty for changes to the curriculum and other functions of the department. This assessment plan considers the department's Strategic Plan and Mission Statement, as well as the core competencies and values required by the Accrediting Council on Education in Journalism and Mass Communications (See Appendix A).

Assessment Measures and Metrics
Quantitative results for the following measures are summarized annually in the JTC Student Learning Outcomes Assessment Dashboard to facilitate analysis of year-to-year trends and comparisons across measures addressing related topics. Qualitative results from open-ended questions are summarized in the report to the faculty and Annual Summary of Findings, Recommendations and Faculty Actions Taken.

> **List of Curriculum Changes from Previous Year** – The Undergraduate Program Committee compiles a list of all changes made in the previous year from the assessment process. This list helps the committee to review how recent changes are being adopted and whether they are successful.

> **Graduating Senior Evaluations** – Each student in the department's capstone course completes a two-page questionnaire consisting of 15-18 items in which students rate their learning and other experiences in the department, along with 4-5 open-ended questions where students are asked to identify strengths and weaknesses of the program and suggestions for improvement.

> **Portfolio Reviewer Evaluations** – In addition to providing feedback and rating individual students, the professionals who conduct portfolio reviews in the capstone course are asked to complete a survey in which they rate the students they evaluated on 8-10 specific measures and are asked for input about the overall strengths and weaknesses and suggestions for instruction.

> **Senior Capstone Exit Interviews** – Every semester, the department chair and the undergraduate program coordinator (or other faculty member) visit each senior capstone class to conduct an exit interview. Students are asked about their class experiences, the program's curriculum, and challenges they had meeting graduation requirements. Students are also asked to provide any other relevant feedback.

Internship Supervisors' Assessment of Student Skills – In addition to providing feedback about each student's work habits and recommendations for improvements, internship supervisors are asked to grade students on thirteen specific skills (such as writing, critical thinking, production skills, and other items). Results from this section are compiled for all students each semester to pinpoint specific areas for program improvements.

Faculty Annual Diversity Reports – Every year, as part of their annual performance evaluation, faculty are required to report their efforts to incorporate content from diverse perspectives into their courses. This effort includes information about guest speakers who provide diverse perspectives. This information is critical for assessing the extent to which courses are helping the department to meet its DEISJ goals.

National Survey of Student Engagement – Colorado State University regularly participates in the National Survey of Student Engagement conducted of college freshmen and seniors. The department uses comparisons of 6-10 key items from the NSSE to analyze levels of JMC student satisfaction and engagement versus other majors at CSU. NSSE participation is administered through the Office of Institutional Research.

First Destination Survey – Every year, Colorado State University conducts a First Destination survey, checking in on recent graduates six months after graduation. The survey does not assess the curriculum of specific programs, but instead looks at rates of employment and whether the alumni are in positions related to their field. This data is used to get a general idea of the success of our curriculum at preparing students for the job market in our field.

Student Enrollment – The department relies on performance reports from the Office of Institutional Research to review enrollment. The department also pays close attention to enrollment in specific, key classes to gauge student interest in specific skills and topics.

Graduation and Persistence Data – The Office of Institutional Research provides data on graduation and persistence. Key data includes the 4-, 5-, and 6-year graduation rates, and persistence rates (JMC entering freshmen returning in second fall term and sixth fall term). The department also analyzes this data to review performance for key groups (minoritized students, First-Generation students, etc.)

Student Awards – The department tracks the number of national and regional recognitions and awards received by students, as compiled by the department and the Rocky Mountain Student Media Corporation. This includes the SPJ Mark of Excellence Awards, Hearst Awards, and BEA awards, among others.

Assessment Measures and Metrics Under Consideration
The JMC Department recognizes that our current measures do not cover all aspects of our department and are considering adopting new measures and metrics going forward. These include:

Recent Graduates Survey – The JMC Department is developing a survey to conduct annually of recent alumni. This survey would complement the university's First Destination survey with specific questions that measure key learning outcomes and perceptions of their education from the JMC department. The survey would also ask more questions than the traditional alumni survey in order to capture some of the nuance that is only accessible from someone who was recently a student – including specifics about the courses they took, the success they had in the program, and what suggestions they have about the curriculum.

Alumni Assessments and Recommendations – The JMC Department is considering conducting periodical surveys of its alumni, specifically those who are not targeted with the recent graduate survey. This survey would seek information on a range of current topics in the field, and how the alumni believe the department prepared them for the industry.

Compilation of Course Survey Results – The department plans to compile course surveys in an aggregate form for assessing the department's performance overall. The focus is on measuring course quality, instructor quality, and students' assessments about their learning of course content. It is important to note that Colorado State University significantly revised the student course survey system in 2019, completely changing the questions that were asked. Given the changes, and the ensuing COVID-19 pandemic, we are just now undergoing this process to capture the nuance of these new questions in how we assess student evaluations of our curriculum and instruction.

Advisory Council Input – The department is creating an advisory council made up of alumni professionals. The intent is to review the state of the department and current trends in the field. The council will also review the department's curriculum to assess whether it is meeting the needs of the industry. The council will be made up of 6-8 people from various industries related to our field and members will rotate off the council in order to diversify the membership.

Timetable

This plan follows a review cycle of collecting information through the academic year, reviewing that data in the following fall, and then providing recommendations to the faculty for possible changes. The process takes approximately 16 months.

Data Collection	**September – August**

List of curriculum changes from previous year – Summer [a]
Graduating Senior Evaluations – Every semester [a]
Portfolio Review Evaluations – Every semester [a]
Senior Capstone Exit Interviews – Every semester [a]
Internship Supervisors' Assessments of Student Skills – Every semester [a]
Faculty Annual Diversity Reports – Spring [a]
National Survey of Student Engagement – Spring [b]

First Destination Survey - Summer [b]
Student Enrollment – Every semester [b]
Graduation and Persistence Rates – Summer [b]
Student Awards – Spring [a]
Assessment Measures and Metrics Under Consideration
     Recent Graduates Survey – Late Spring [c]
     Alumni Assessments and Recommendations [a]
     Summary of Course Survey results – Every semester [a]
     Advisory Council input – Spring [a]

[a] By department   [b] By CSU Institutional Research   [c] By college

Analysis and Recommendations   **August – October**
Findings compiled – Undergraduate Program Committee and Graduate Program Committee
Recommendations drafted by Undergraduate Program Committee and Graduate Program Committee for presentation to faculty

Review and Actions   **October – December**
Presentation of findings at faculty meeting
Faculty review/action on recommendations
Implementation of required actions for following academic year
     By department's Curriculum Representative, Graduate Program Committee, Undergraduate Program Committee, or Diversity Committee (or chair or other designated ad hoc committee, as appropriate).
Update of assessment plan for following year, as necessary

Five-Year Curriculum Review
In addition to the short-term, annual review, we also conduct a department-wide review of the program and curriculum every five years. This is scheduled to occur simultaneously with the development of a new strategic plan.

The process starts with the Undergraduate Program Committee conducting research (i.e., focus groups, a survey of student and faculty perceptions) on the program requirements, specifically focused on any curriculum changes made in the previous five years.

Next, all faculty members participate by meeting in distinct focus area groups (Journalism and Storytelling, Media Production, and Strategic Communication). Groups discuss courses, graduation requirements, and any curriculum changes made in the previous five years in light of survey results. Groups then write recommendations. Afterward, a special faculty meeting is held to discuss recommendations and future actions.

Key Planning Tools/Documentation
The assessment process relies on the following key tools:
- JMC Operations Spreadsheet (Compilation of key metrics over time pertaining to enrollment, graduation, and persistence rates (including success of minoritized students,

First-Generation students, and transfer students) – Maintained by Department Chair, Undergraduate Program Committee, and Undergraduate Program Coordinator
- Annual Summary of Findings, Recommendations and Faculty Actions Taken – Compiled by Undergraduate Program Committee (with supporting documentation) and archived for ACEJMC and Program Review
- Updates of the ACEJMC Core Competencies in the JMC Curriculum table (Appendix A)

JMC Competencies for Vertical Rubric
To align the goals and values of the department with our mission to improve the education experience of our students, we designed three areas of competencies that connect to the ACEJMC Core Competencies and Values. We then designed a vertical rubric to assess how each competency is present in each of the department's required courses (See Appendix A). The intent is to use these competencies as a guide when reviewing curriculum and student outcomes.

The department's competencies include:

Knowledge: Includes understanding of diversity, media effects, media history, and communication law and ethics.

Technical Skills: Covers application and competency in audience targeting, broadcast media, data and numeracy, design and layout, information gathering/analysis, photography, project planning/management, social media, video, web, and writing.

Workplace/Professional Skills: Encompasses student knowledge and skills related to critical thinking, entrepreneurship, organization, presentation, and teamwork.

Appendix A:
JMC Core Competencies and Vertical Rubric

About

<u>Overall Purpose:</u> Defines core concepts that all* JMC students obtain and depicts how the undergraduate course learning outcomes relate to each other within a given concept. Helps faculty understand how to prepare students for the next step in the curriculum and/or what they can expect the students to already know.

The vertical rubric identifies three categories:
1. Knowledge: Conceptual understanding of journalism and media communication subject matter critical to the basis of students' skills.
2. Technical Skills: Proficiencies and skills unique to journalism and media communication.
3. Workplace/Professional Skills: Transferrable skills that enhance students' character and abilities in journalism and media communication careers.

This document represents what ALL JMC undergraduate students should have coming out of our degree program rather than the diversity of knowledge and skills represented by our graduates.

Description of Why and How This Was Developed

The undergraduate program committee achieved three outcomes with this endeavor. First, we improved faculty members' understanding of the competencies the core curriculum helps instill in our undergraduate students so they could understand where their other classes could build and eliminate content redundancies. Second, we assessed our core, required classes for their alignment with ACEJMC competencies and values and determined a set of learning outcomes that were reflective of those standards and up-to-date. Third, we created the vertical rubric to specifically delineate how the various competencies build up student learning at each level.

The committee drafted the competencies and definitions with periodic feedback and changes submitted by the full-time faculty. Then, in consultation with lead faculty and instructors for these core courses, we went through a similar process to create the vertical rubric. Once the vertical rubric was in its final draft, those on the committee individually met with the lead instructors of these courses. In each of these meetings, they discussed how these learning outcomes were being addressed in their courses and ways to modify, if needed, to achieve these outcomes and eliminate any redundancies. These meetings also led to a few more minor improvements to the vertical rubric.

Usage of Vertical Rubric

New instructors are provided the most recent vertical rubric to use in the modification of their course. The vertical rubric will be continually re-evaluated each spring by the undergraduate committee. In the future, we would like to expand this for other required courses in the curriculum.

ACEJMC Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications requires that graduates of accredited programs 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 for the communications professions in which they work.

ACEJMC Assessment of Student Learning

The Council seeks to promote student learning and encourages experimentation and innovation. The Council evaluates curricula and instruction in the light of evidence and expects programs seeking accreditation to assess students' attainment of professional values and competencies.

Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

Definitions of Competencies for JMC Vertical Rubric

Knowledge

Diversity: Awareness of, appreciation for, and opportunities to recognize diversity in age, ideas and perspectives, disabilities, ethnicities, gender identities, national origin, race, religious and spiritual beliefs, sexual orientations, and socioeconomic and geographic backgrounds. (ACEJMC 1, 2, 3, and 6)

Effects: The historical examination of assumptions about media effects from both the perspective of the producer and consumer of content, but most importantly, a consideration of the effect of more recent trends in media convergence on all forms of communication which has led to a blurring of the lines between the notion of a producer and consumer. (ACEJMC 2 and 7)

History: We know that human experience has been, at times, profoundly influenced by the collective body of activity we call "journalism" and "media communication." From the early cave paintings to virtual reality, and beyond, the study and sharing of our history helps ensure that we do not repeat the mistakes of the past while preserving and encouraging the practices that have elevated humanity. (ACEJMC 2)

Law and Ethics: Laws are formally recognized rules and regulations that are enforced by a controlling authority and that reflect society's moral standards. Ethics are concerned with standards of behavior and the ability to apply longstanding philosophical principles to personal and professional dilemmas. (ACEJMC 1, 2, and 6)

Technical Skills

Audience Targeting: The process of identifying segments of similar media users and their patterns of interaction and media use and incorporating them into media communication decisions. The key is avoiding the common error of trying to reach everybody while ending up with messaging that appeals to no one. (ACJEMC 5 and 7)

Broadcast: The planning, production, and distribution of video and audio content, usually by means of television, cable, radio, but increasingly through more focused internet channels, to potentially widely dispersed and diverse audience. Broadcast proficiency involves visual/aural narrative techniques, including: story planning, videography, writing for verbal communication, recorded performance, video editing, graphics, animation, and media distribution. (ACEJMC 4, 5, and 10)

Dealing with Data/Numeracy: "There are more data being collected now than can be physically archived" (Hilbert, Lopez, & Vasquez, 2010, p. 157). Processing that data is important to bring a sense and structure to the abundance of information, as well as presenting that data in an understandable and relevant manner. This includes knowing what data to archive and what to

discard, organization of data, analysis of data, visualization of data, and ultimately, what they reveal about trends and patterns in statistical data analysis. (ACEJMC 8)

Design and Layout: Design is the creation of communications through the use of words, symbols, and images, as well as the aesthetics and overall look and feel of a website of print publication. Layout is the arrangement and treatment of all the different elements and overall structure of the content on a website or in a print publication. (ACEJMC 4 and 10)

Information Gathering/Analysis: Develop advanced skills in observation, in interviewing, and in research, including use of primary sources, studies, reports, public records and documents, and digital databases. Attention to advanced investigative techniques including computer-assisted reporting. (ACEJMC 7)

Photography: The recording of durable images of reality that can be saved, processed, and ethically manipulated according to accepted norms of composition, lighting, and subject selection appropriate for one's intended media and their audiences. Photographic styles may vary based on journalistic, corporate, artistic, and/or critical goals. (ACEJMC 4 and 10)

Project Planning/Management: Skills and knowledge pertaining to identifying message strategies, writing communication objectives, audience analysis, audience research, selecting communication channels, determining a timeline, budgeting, and making an evaluation plan. (ACEJMC 5 and 7)

Social Media: Knowledge and/or skills pertaining to social media tools and communication techniques. This could include but is not limited to: writing, storytelling, and media production specifically for social media outlets, creation of social media pages, knowledge of theories and models as applied in social media communication, using social media to collect data and discover trends, and knowledge of current tools and trends pertinent to media/communication industries. (ACEJMC 4, 5, and 10)

Video: Skills and knowledge pertaining to the recording and editing of moving visual images and accompanying audio that is produced, designed for, and distributed to a select or niche/targeted (often private) audience (i.e. corporate videos, training videos, documentaries, etc.). (ACEJMC 4, 5, and 10)

Web: Skills and knowledge pertaining specifically to planning, designing, building, and evaluating websites. Also includes writing, storytelling, media production, and communication techniques and strategies specifically for the web. (ACEJMC 4, 5 and 10)

Writing: The clear and concise representation of language through the use of signs and symbols. In addition to having a strong proficiency in vocabulary, grammar, and semantics, good writers are skilled in the concise synthesis of ideas and the power of storytelling, with a clear sense of narrative structures appropriate for various media and their audiences. (ACEJMC 5)

Workplace/Professional Skills

Critical Thinking: Skills and opportunities to make "reasoned, purposive, and introspective approaches to solving problems or addressing questions, with incomplete evidence and information, and for which an [indisputable] solution is unlikely" (Rudd, Baker, & Hoover, 2000, p. 5). (ACEJMC 9)

Entrepreneurship: Recognizing the rapidly changing nature of the media landscape, entrepreneurship skills introduce students to the "business side" of media production. In addition to gaining knowledge essential for independent contractors including accounting, marketing, and management, we also help students develop the mindset to identify opportunities for innovation as they progress in their career (Ferrier, 2013). In addition, it is important for students to have a sense of broader, institutional business dynamics of which their work will contribute. (Not specifically related to any current ACEJMC competency or value.)

Organization: Skills and opportunities facilitating efficient and effective production of a quality product. Good organizational skills include identifying tasks to be accomplished; pulling all elements of a task together in an orderly, functional, and structured whole; prioritizing tasks; time and employee management. (Not specifically related to any current ACEJMC competency or value.)

Presentation: Best practices related to participating in meetings and sharing information in small or large groups settings, including: planning and organization, self-introduction, visual communication strategies, utilizing appropriate styles of body language, voice, and dress, effective narrative techniques, strategies for bringing an interaction to an appropriate end, and follow-up communication. (ACEJMC 4 and 5)

Teamwork: Skills and opportunities relating to cooperating with others to complete tasks, understanding and incorporating differing viewpoints in their thought processes, and consensus building. (ACEJMC 9)

References

Ferrier, M.B. (2013). Media entrepreneurship curriculum development and faculty perceptions of what students should know. *Journalism & Mass Communication Educator, 68*(3), 222-241.

Hilbert, M., Lopez, P., & Vasquez, C. (2010). Information societies or ICT equipment societies: Measuring the digital information-processing capacity of a society in bits and bytes. *The Information Society: An International Journal, 26*(3), 157-178.

Rudd, R., Baker, M., & Hoover, T. (2000). Undergraduate agricultural student learning styles and critical thinking abilities: Is there a relationship? *Journal of Agricultural Education, 41*(3), 2-12.

Course	Diversity	Effects	History	Law	Ethics
JTC 100 Media in Society	Learn history and contemporary state of media power dynamics that have often marginalized non-mainstream voices; learn history of efforts to amplify diverse points of view.	Introduce the history of the concept of "media effects" as well as contemporary theories focused on media convergence and the blurring lines between producer and consumer.	Understand the history and role of professionals and institutions in shaping communications.	Gain an understanding of the principles and laws of freedom of speech and press in the U.S. Learn history of media law and develop awareness of issues in contemporary law.	Develop basic awareness of professional ethical communication principles, including the practice of working ethically in pursuit of truth, accuracy, fairness, and diversity.
	Understand the diversity of peoples and cultures and of the significance and impact of mass communication in a global society.				
JTC 210 Newswriting	Raise awareness of the power of media to influence meaning within society, including people outside of traditional centers of power who are less able to participate in public discourse.	Introduce the idea of media strategies to change behavior at both the macro (large institutions) and micro (i.e., social media) level.	Awareness of the origins of news writing, how it evolved, and how news professionals played an important role in shaping Western society.	Learn basic media law especially as it pertains to written communication.	Develop awareness of media impacts through the review of ethical scenarios.

JMC Vertical Rubric for Core Curriculum (required courses)

Knowledge

JMC Vertical Rubric for Core Curriculum (required courses)

Knowledge

Course	Diversity	Effects	History	Law	Ethics
JTC 211 **Visual Communication**	Understanding and application of visual communication for accessibility standards.	Cognitive effects of various visual media design/composition techniques.	N/A	Awareness of copyright laws relating to visual media.	Awareness of ethical criteria for presenting and editing visual communication for journalism, advertising, and public relations.
	Awareness of visual representations and stereotypes of gender, race, ethnicity, sexual orientation, and other forms of diversity.			Application of legal use of various licensed images and other media.	
JTC 326 **Online Storytelling and Audience Engagement**	Understanding and application of visual communication for accessibility standards.	Furthering zeroing in on the influential possibilities of new media technology.	Awareness of influential moments in digital media history that shape today's standards.	Awareness of copyright laws relating to publishing on the internet.	Awareness of ethical criteria for presenting information in formats such as blogs and multimedia packages.
JTC 411 **Media Ethics and Issues**	Understanding how to work ethically in pursuit of truth, accuracy, fairness and diversity.	Understanding how to work ethically while being aware of potentially powerful media effects at both the micro and macro levels.	Understand how people in the past faced with serious ethical problems have grappled with the issue of ethical action.	Develop the ability to determine an ethically defensible course of action and know the legal consequences.	Develop a rational, systematic way of analyzing ethical problems.
			Develop a basic grasp of the principles and concepts used by key philosophers.		Demonstrate an understanding of professional ethical principles.

Course	Diversity	Effects	History	Law	Ethics
JTC 415 Communications Law	Understand how the law impacts people from diverse backgrounds and perspectives.	Understanding how the law protects our right to communicate while protecting people and institutions from potentially harmful media effects.	Understand the historical bases of freedom of speech and freedom of the press.	Understand and apply the principles and laws of freedom of speech and press.	Develop the ability to apply the law and precedents to specific situations in an ethical manner.
	Understand the range of systems of freedom of expression around the world.	Identify potential new legal issues that could arise with the development of new communication technologies and/or how old issues could be re-interpreted in light of new technology.	Develop the ability to distinguish a legal problem from an ethics dilemma and the skills to respond appropriately when both law and ethics are involved.		
JTC 460 Senior Capstone	Understand how media representations, job-seeking, and hiring practices influence and are influenced by multicultural identities and perspectives.	Understand how media content contributes to perceptions of the self, of groups, and of industries. Apply that understanding to selection of materials to post on portfolios to include in projects.	N/A	Use appropriate legal standards in posting media content, including personal projects, in public online spaces such as portfolios.	Follow ethical standards in posting information about others and in representing issues in society.

JMC Vertical Rubric for Core Curriculum (required courses)
Knowledge

Course	Photo	Video	Broadcast	Web	Social Media
JTC 100 **Media in Society**	Learn elements of the history of photography and how it contributed to later developments in communication.	Learn the history of video-based communication, specifically its evolution in relation to film, and the move from analog to digital formats.	Learn the history of planning, production, and distribution of video and audio content primarily via radio or television.	Learn the history of computer/Internet-based communication and its impact on legacy media, and possibilities for the future.	Introduction to the history and evolution of social media.
JTC 210 **Newswriting**	N/A	Demonstrate effective video communication skills related to news writing.	Demonstrate awareness and basic skills related to broadcast writing, including writing for the ear/oral mass communication.	Demonstrate awareness of online writing techniques, basics of webpage design, use of WordPress, and blogging.	Awareness of essential social media tools and strategies for use in communication.
JTC 211 **Visual Communication**	Demonstrate effective shooting, composition and visual variety, including for mobile device photography	Demonstrate effective shooting, composition, and visual variety, including for mobile device videography.	N/A	Apply design principles and layout to web-based media (e.g., websites, social media).	Integrate social media sharing into websites.
	Apply proper use of file types and specifications for online vs. print mediums.	Basic video editing using industry standard software.		Apply theories and best practices of website accessibility and usability for a given audience.	Optimize visual media for social media sharing and social media landing pages.
	Basic image manipulation (crop, resize, brightness/contrast, levels, color) using industry standard software.			Evaluate and choose themes, edit themes (edit the CSS), create/edit pages, and publish a website using a content management system.	

JMC Vertical Rubric for Core Curriculum (required courses)
Technical Skills Part 1

JMC Vertical Rubric for Core Curriculum (required courses)
Technical Skills Part 1

Course	Photo	Video	Broadcast	Web	Social Media
JTC 326 **Online Storytelling and Audience Engagement**	Shoot and edit photos that augment an integrated multimedia story or profile – using text or sound or both as a partner to the image rather than a direct explanation.	Shoot and edit video that augments an integrated multimedia story or profile – using voice-over techniques to augment rather than directly explicate the topic of the video.	Create and publish audio stories (such as podcasts) and video stories (such as a vlog) as well as multimedia packages.	Publish original journalistic stories for the Web.	Understand and practice leveraging social media as a listening tool to inform development and promotion of stories.
	Use photos, both their own and others, in a strategically useful way for digital consumption. The pictures must be tagged, explained well in a cutline and size-optimized for web and mobile consumption.	Produce video that is web and mobile friendly – considering the user experience in regards to text on-screen, viewing-time tolerance and understandability in audio. The video headline must be optimized for search, explained well in a description box and size-optimized for web and mobile consumption.		Design and create news sites.	Introduce and apply skills in community-building, marketing news content, and live social interaction and promotion.
	Shoot well-composed photos using mobile tools.	Shoot good video using mobile tools.			
JTC 411 **Media Ethics and Issues**	N/A	N/A	N/A	N/A	N/A
JTC 415 **Communications Law**	N/A	N/A	N/A	N/A	N/A

Course	Photo	Video	Broadcast	Web	Social Media
JTC 460 **Senior Capstone**	Select, edit, and describe top quality photographs from existing work and/or create new photographs that demonstrate skills in composition, color, lighting, and subject.	Select, edit, and describe top quality video projects from existing work and/or create new video(s) that demonstrate skills in camera angles, pacing, editing, composition, lighting, audio, and effects.	Select, edit, and describe top quality broadcast projects from existing work and/or create new projects that demonstrate skills in writing, content, filming, and editing.	Select, edit, and describe top quality web apps or sites from existing work and/or create new content that demonstrates skills in information design, usability, optimization, responsiveness (mobile), and readability.	Select, edit, and describe top quality social media management, content creation, and/or planning from existing work and/or create new social media plans/campaigns that demonstrate concrete skills in targeting, visual communication, and writing.

JMC Vertical Rubric for Core Curriculum (required courses)

Technical Skills Part 1

Course	Writing	Numeracy	Layout and Design	Strategic Comm Planning	Audience Targeting	Information Gathering
JTC 100 Media in Society	Complete 3 writing assignments demonstrating media criticism as stipulated by state of Colorado GT-Pathways requirements.	N/A	Learn critical skills for assessing communication effects based on layout and design strategies of advertising, newspaper, magazine, television, etc.	Learn the history of strategic communication planning, its evolution from a primarily top-down communication model to modern symmetrical communication.	Raise awareness of possibilities for use of media for audience targeting strategies, particularly in public relations and advertising.	Generate awareness of journalistic careers that utilize fact-finding research skills such as: observation, interviewing, and use of primary resources including documents and public records.
JTC 210 Newswriting	Demonstrate awareness and basic skills related to a variety of media writing forms, including differences between print, online, radio, television, and strategic comm.	Learn basic skills related to the interpretation and presentation of numbers and other statistical representations in an understandable way.	Awareness of basic design and layout styles in print and Web-based media.	N/A	N/A	Understand and apply skills in choosing relevant and credible sources and information; differentiate between fact and opinion.

JMC Vertical Rubric for Core Curriculum (required courses)

Technical Skills Part 2

JMC Vertical Rubric for Core Curriculum (required courses)
Technical Skills Part 2

Course	Writing	Numeracy	Layout and Design	Strategic Comm Planning	Audience Targeting	Information Gathering
JTC 211 Visual Communication	N/A	N/A	Understand and apply gestalt and typography for a single-page print piece and website.	Write awareness, attitude, and action objectives for visual media.	Awareness of audience analysis criteria pertinent to visual communication.	N/A
			Apply elements and principles of design to varied visual media.			
			Distinguish between design standards for print vs. web (incl. mobile).			
JTC 326 Online Storytelling and Audience Engagement	Write correctly and clearly in a style appropriate for online media, in blogs, in online-only stories, and in multimedia news or public relations packages.	Apply numerical and statistical concepts to the development of news or public relations packages.	N/A	Plan news sites for the web.	Determine and segment audience communities online for marketing news content.	Search efficiently for credible information, documents, and statistics on the internet and use effectively in online storytelling contexts.
JTC 411 Media Ethics and Issues	Be able to analyze a current topic and write about the strengths and weaknesses of the news coverage, identify patterns in the coverage and its quality, and the ethical questions raised.	N/A	N/A	N/A	N/A	N/A

JMC Vertical Rubric for Core Curriculum (required courses)
Technical Skills Part 2

Course	Writing	Numeracy	Layout and Design	Strategic Comm Planning	Audience Targeting	Information Gathering
JTC 415 Communications Law	Be able to synthesize and analyze contemporary communication law issues and write a persuasive argument as to how an issue should be dealt with given the current constitutional and common law interpretation in the United States.	N/A	N/A	N/A	N/A	Apply skills in legal research to understand legal principles and how they apply to journalism and media communication incidents.
JTC 460 Senior Capstone	Use clear, succinct, and effective writing for self-promotion (cover letters, resume, portfolio). Select, edit, and discuss top quality writing from existing work and/or write new samples appropriate for use in career-seeking.	N/A	Use attractive, usable, clear, and professional layout and visual design in an online portfolio, resume, and other job-seeking materials.	Apply effective communication strategies to the design and oral presentation of personal job-seeking materials.	Target job-seeking materials and select and refine work samples to be appropriate for a specific industry as target market.	Research key elements, styles, and standards for job-seeking materials, sample work, and portfolio formats for a specific industry. Apply findings to the development of portfolio, resume, cover letter, and other materials.

JMC Vertical Rubric for Core Curriculum (required courses)
Workplace/Professional Skills

Course	Critical Thinking	Entrepreneurship	Organization	Presentation	Teamwork
JTC 100 Media in Society	Demonstrate media critical and self-reflexivity about media use.	N/A	N/A	N/A	N/A
JTC 210 Newswriting	Demonstrate ability to collaborate critically, mimicking a newsroom setting.	N/A	Demonstrate ability to execute long-term and short-term assignments in an organized fashion.	Demonstrate ability to present a news conference, make 3 to 4 presentations during class, read text out loud, critically assess presentations of others.	Demonstrate ability to work in a team setting in a variety of group projects.
JTC 211 Visual Communication	Critically evaluate the design and layout of another's work and make recommendations for improvement	N/A	N/A	N/A	Accomplish visual communication assignments with one other person.
	Determine how to tackle design, composition, and visual storytelling goals.				Critically evaluate the work and contributions of themselves and their partner in a professional manner.
JTC 326 Online Storytelling and Audience Engagement	Critically assess issues involving online journalism.	Be prepared to engage in multi-platform newsrooms and PR shops where they will likely be employed.	Conduct enterprise reporting.	Present themselves in a compelling and professional manner online.	Work with a team that plans, designs, and creates a news site on the web.
			Organize a plan of action to accomplish digital reporting within the confines of strict deadlines.		Accomplish work in a newsroom setting.

JMC Vertical Rubric for Core Curriculum (required courses)
Workplace/Professional Skills

Course	Critical Thinking	Entrepreneurship	Organization	Presentation	Teamwork
JTC 411 **Media Ethics and** **Issues**	Develop a deeper understanding of the news media and of the many forces (political, social, economic, and technological) that shape what is or is not presented by the media.	N/A	Organize a coherent argument supporting or opposing the actions taken in a specific ethical controversy.	Be able to lead class discussion on specific topics.	N/A
			Demonstrate an understanding of professional ethical principles.		
JTC 415 **Communications Law**	Assess the legal rights of communication professionals to gather, prepare, and disseminate news and public information.	N/A	Develop an understanding of how to assess a potential legal problem and outline a potential response thoroughly.	N/A	N/A
	Consider potential legal arguments and remedies in response to contemporary problems.				
JTC 460 **Senior Capstone**	N/A	Develop effective strategies to promote specific skills and interests to professional audiences, including in both freelance and traditional job-seeking contexts.	Structure a wide range of media projects into a coherent and clear online portfolio website using effective categories and order.	Present a digital, paper, and oral version of work, skills, interests, and goals to peers and industry professionals.	Work with classmates to assess, critique, and improve job-seeking materials and work samples.