

CoJMC Student Success Plan

(Dec. 2, 2021)

Experiential Learning Plan

Strategies

The CoJMC Experience Lab is currently being piloted this academic year (2021-2022). The college undergraduate curriculum committee and faculty have approved all undergraduates in the College of Journalism and Mass Communications must complete Experiential Learning (EL) designated courses beginning with the 2022-23 Undergraduate Catalog. The Experience Lab provides an opportunity for students to gain hands-on learning experience from the first semester they enroll in the college. Three credits in the Experience Lab will be required. Students are required to complete JOMC 197, 297, and 397 for graduation. Each one-credit practicum is a pass/no pass that allows students to build their academic skill set, explore their professional interests, and apply their learnings in a practical, hands-on, and reflective way. This effort will allow students to be involved from the first semester at the college. They will begin to work with faculty, peers, and industry professionals in residence from day one. The projection for fall 2022 is 150 incoming freshmen that would be required to complete three credits in the experience lab as part of their degree. Incoming freshmen won't be required to start their first semester but is an option.

Responsibility

Adam Wagler, Associate Dean for Academic Programs, will lead the review of data related to these efforts to achieve proposed targets. He will be working closely with stakeholders to meet goals and assess the new program.

Stakeholder Involvement

Professors Jemalyn Griffin and Jill Martin are leading efforts for the CoJMC Experience Lab. They oversee the entire program to ensure the program achieves set goals. Other faculty are involved overseeing specific student-run media platforms:

- Jemalyn Griffin, Jacht and Buoy, Student Run Agencies
- Jill Martin, Nebraska New Service: Statewide Wire Service
- Rick Alloway, 90.3 KRNU: The Campus Radio Station
- Brian Hubbard, Heartland: An Online Community Magazine for Nebraska
- John Shrader, Unlimited Sports: Nebraska Sports Reporting
- Brian Petrotta, Nebraska Nightly: Recorded News Show

Faculty collaborate with small groups of professionals in residence providing mentorship to students working on projects. Student leadership positions also provide guidance for younger students.

Metrics #1 and #2: Degree Planner and Advising Sessions

Strategies

JOMC 100: The First Year Experience is a required course taught in the fall semester for all incoming freshmen at the CoJMC. This year sections of JOMC 100 are being developed for transfer students. All sections of this course are taught by the CoJMC academic advising team to help students make a successful transition to our college both academically and personally. The course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the University, encourage self-responsibility, and articulate to students the benefits of higher education and the expectations and values of the University. The course also seeks to help students develop and apply essential study skills and communication skills while exploring interests, abilities, and values. Students are assigned peer mentors who are upperclassman to help them navigate their first semester in the CoJMC. Specific to this metric, as part of the course, students develop a graduation plan using the degree planner. Advisors spend three weeks covering degree requirements and how to create a graduation plan that incorporates various degree components. Students enter their plans into the Degree Planner and then are required to meet with their advisor in-person to review the plan they developed and discuss their academic and professional goals. Currently, 93.8% of full-time, first-time CoJMC students have seen their advisor this fall semester. The degree planner is more challenging with 59.6% of full-time, first-time CoJMC students have a current plan that has the next two terms entered with 12 credit hours. A communication plan is being developed to also require students to return in the spring semester for the second advising session and continue building plans using the degree planner.

Responsibility

Adam Wagler, Associate Dean for Academic Programs, and Andrea Gaghagen, assistant director of advising, will lead the review of data related to these efforts to achieve proposed targets.

Stakeholder Involvement

This metric will primarily involve the academic advising team at the CoJMC led by Andrea Gaghagen. The college has three additional members of the academic advising team that teach JOMC 100 and will record the advising notes in MyPlan. CoJMC faculty will contribute by reminding students throughout the semester, particularly in the lead-up before priority registration, to meet with their advisors.

Metric #3: Canvas

Strategies

The CoJMC faculty have widely adopted Canvas in the majority of the courses taught in the college. For this metric, fall 2021 Canvas courses at the college are at 99.2%. Continued efforts will work to improve the usage of Canvas and incorporate best practices. The college will continue offering workshops and promoting professional development opportunities. During the fall 2021, semester we have run two Canvas workshops. The first was a workshop on including diversity, equity, and inclusion in our courses led by our instructional designer, Amy Ort. The second was best practices with Canvas where three CoJMC faculty, Katie Krcmarik, Jessica Walsh, and Madeline Wiseman, shared how they structured courses. Other strategies include faculty continuing to participate in programs across campus to improve teaching. Several faculty are enrolled in the Reflective Practitioner Program with the CTT and the Faculty-led Inquiry into Reflective and Scholarly Teaching program. The college has multiple faculty who received grants from the CTT. Each project is designed to enhance our curriculum and address equity issues in our fields. The CoJMC will continue to make high-impact practices a priority to support undergraduate engagement and degree completion.

Responsibility

John Bender, Associate Dean of Faculty Affairs, and Adam Wagler, Associate Dean for Academic Programs, will lead the review of data related to these efforts to achieve proposed targets. We will be working closely with faculty to maintain and improve Canvas usage.

Stakeholder Involvement

All faculty will be engaged in workshops, professional development, and shared resources to make sure we continue using Canvas effectively. Faculty, staff, and administration all play a key role in this effort. The college will work to promote making it easier for students to find important course materials, automate scheduling and other processes, set up reminders about assignment deadlines, gauge progress, and provide feedback before week four of the semester or earlier for shorter courses.

Integrations of Strategies

All the strategies are united by the common goal of improving degree completion and reducing the equity gap. The CoJMC academic advising team is taking the lead on Metrics #1 and #2. Teaching the required JOMC 100 includes student advising sessions and degree planning that semester. Efforts to have students return for advising sessions in the second semester are in progress. Faculty play a role in all the metrics by using Canvas and promoting advising sessions in class. Early alerts from faculty in Canvas and MyPlan will help advisors connect with students.

Related to the early feedback in Canvas by week four, the college is piloting midterm grades around week seven. Three courses this fall semester completed midterm grades (JOMC 101, JOMC 486, ADPR 333). Advisors then coordinated outreach to students with grades below a C that included resources and strategies to incorporate the rest of the semester. This communication was aligned with advising sessions for priority registration, so students are planning for the following semester.