

AY 2017-2018 Assessment

Program – Bachelor of Arts in Communication: Department of New Media, Journalism, and Communication Arts

College: Arts and Sciences

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Northwestern Mission. Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Arts and Sciences' Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequalled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

Department of New Media, Journalism, and Communication Arts. Students pursuing a degree in Communication polish speaking, writing, and multimedia skills through experiences in and out of the classroom. Innovative courses prepare students for hundreds of jobs that require a foundation of communication skills. TV anchors, radio show hosts, bloggers, photojournalists, graphic designers, social media managers, speech writers, public relations specialists, reporters and scores of others all rise according to their communications skills. Available concentrations include Strategic Communication, Broadcast and Digital Media Production and Multimedia Journalism.

Strategic Communication: Encompassing organizational communication and public relations, this concentration offers a course of study for students to learn how individuals and organizations use communication and media to deliver messages to targeted audiences. Courses will focus on how organizations and media influence opinions and the behavior of key publics. The curriculum will

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emphasize an ethical approach and will analyze societal effects of strategic communication practices.

Broadcast and Digital Media Production: Students will learn to create, produce, and disseminate broadcast media of varied genres and styles. The knowledge and skills learned will prepare students for broadcast media and broadcast production careers in industries such as television, radio, film, videos, and Web delivery. Through hands-on instruction, students learn to research, write, produce, and direct media rich content.

Multimedia Journalism: Informing the public through accurate and well-written stories remains at the core of journalism. Beyond the basics of reporting and writing, journalists today must adapt to changing technologies and become proficient in multimedia storytelling – combining text with images, sounds, videos, and graphics to reach diverse audiences. This concentration will prepare students for varied journalism careers in media industries such as newspapers, magazines, Web, and social media.

Department of New Media, Journalism, and Communication Arts Mission Statement: The Department of New Media, Journalism, and Communication Arts prepares students from diverse academic and cultural backgrounds for entry-level careers in a broad range of communication fields or advanced study. Grounded in a broad liberal arts tradition, the program of study incorporates current professional standards, hands-on experiences and technologies. The department is committed to promoting freedom of expression and understanding the social responsibilities with such freedom.

Vision Statement: The Department of New Media, Journalism, and Communication Arts is committed to achieving regional recognition as a baccalaureate program noted for excellence in teaching, service and scholarship to the community, the University and the profession. The department's high-quality faculty will help students attain the knowledge, skills, and values needed to succeed in communications-related fields or to pursue advanced degrees.

Student Learning Outcomes: To achieve the above mission and vision statements, the department adopted the following six Student Learning Outcomes (SLO).

Graduates will

1. Write clearly and correctly in formats appropriate for communication professionals
2. Speak clearly and correctly in presentations or other formats appropriate for communication professionals
3. Produce effective visual content for varied audiences and formats
4. Gather and critically analyze information from diverse sources
5. Understand and apply legal and ethical principles related to communication

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6. Use current media technologies and understand their social and cultural influences

Assessment Methodology: The assessment process for the Communication undergraduate program is outlined in the bullet points below.

- Faculty and Department Head meet during on-call week each fall and spring semesters to review assessment plan and measurements. Rubrics, rating scales, and other matters related to assessment tools are reviewed, revised, and implemented accordingly.
- Data are collected by the designated faculty for courses identified and returned to the Department Head or designated faculty member, who will upload the data to TaskStream or other University-designated portal.
- Department Head will analyze the data to determine student proficiency in meeting measurable outcomes.
- The Department Head will meet individually with faculty teaching courses from which assessment data are collected for their recommendations to revise course and assessment tools as part of continuous program improvement.
- The Department Head will discuss results with program faculty and the Department Advisory Council and solicit their input.
- Based on data analysis and meetings with faculty and Advisory Council members, the Department Head will then propose to the program faculty changes to measurable outcomes, assessment tools for the next assessment cycle, and, if needed, curricula and program changes.
- The Department Head will approve changes as needed based on the above steps.

Summary of Key Findings:

- Overall, the department plans to redesign assessment instruments to specifically state SLOs.
- Additionally, assessment restructuring process will also ensure that concepts of legal and ethical procedure, oral presentation skills, and visual design standards and procedures are enforced throughout the curriculum.
- Current events and historic, influential components of journalistic/communications history will be incorporated through the curriculum as well.

Student Learning Outcomes:

SLO 1. Communication graduates will write clearly and correctly in formats appropriate for communication professionals.

Course Map: Tied to course syllabus objectives.

COMM 1040: Writing Fundamentals for Communication Professionals

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COMM 2510: Writing for Mass Media
COMM 4700: Capstone Course
COMM 4910: Internship

Measure 1.1. (Direct)

COMM 1040: This introductory writing course for communication majors, targets improving the fundamentals required to write clearly and correctly. The signature assessment for this course is a pre-test given at the beginning of the semester and a post-test given at the end of the semester. The tests, which are identical, identify components of writing that are vital to the success of a communications professional. Students will be expected to demonstrate strong comprehension of these concepts in future required classes, specifically COMM 2510.

Target: 70% of possible points

Findings:

Spring 2017 (class did not exist prior to Spring 2017): COMM 1040 target met. Students achieved an average score of 72.95% on the post-test.

AY 2017 – 18: COMM 1040 target not met. Students achieved an average score of 69.24% on the post-test.

Analysis: In AY 2016-17, the target of a 70% average on the post-test was achieved as the class achieved a 72% average score on the post-test. This class scored an average of 59.7% on the initial pre-test and improved that average to 72.95%, indicating that the students did achieve the learning outcome. Out of 20 students, 19 earned a higher score on the second test. Please note that because the class was offered for the first time in the Spring 2017 semester, we only have one semester of data to evaluate for that academic year.

The creation of this class intended to address an overall deficiency in the writing, grammar, spelling, and punctuation skills of incoming students in order to better prepare them for more advanced required communication classes. While the improvement from the start of the semester to the end was significant and consistent, students still faced challenges when addressing issues that impede their ability to communicate clearly and correctly. The analysis of the 72.95% achievement for this SLO indicate that student learning is taking place but can improve with continued refinement of course content and measures of progress. In AY 2017 – 18, testing measures were better tailored to represent current AP style standards as well as professional industry standards.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 1040, earning an average post-test score of 69.14% after scoring an average of 58.42% on the initial pre-test. While this

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does not meet the target of 70%, the post-test score improved by more than 10 percentage points. This indicates that student learning is taking place.

Though barely missing the target of 70%, the analysis reflects growth in student learning because of increased measures to assess specific areas of weakness throughout the semester as well as continuous refinement of course concepts with a goal of functioning at the highest level of efficiency as a complement of COMM 2510.

In continuously striving to improve, faculty will continue to evaluate areas of weakness in students in addition to continually assessing course content to ensure that students are developing the essential writing foundation required to succeed in the communication field.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. While the target of 70% was missed by less than a percentage point, the point increase present from pre-test to post-test indicates significant improvement of student skills after having completed COMM 1040.

Students are more familiar with the concepts that comprise a strong writing foundation, and while they may not be able to perfectly execute these skills, the level of comfort they feel in identifying mistakes and/or being able to fix mistakes once pointed out by the instructor seems to have increased based on the efforts of the faculty to focus topics of instruction on areas of writing/English language in which students are uncertain.

COMM 2510: Required of all majors, the prerequisites for this course are ENGL 1010, ENGL 1020 and COMM 1040. All require a "C" or higher. To assess students' abilities to write clearly and correctly, the signature assessment is a writing test administered at the conclusion of the semester.

Target: 70% of possible points

Findings:

AY 2016-17: COMM 2510 target met. Average test score was 71%, exceeding the goal of 70%.

AY 2017-18: COMM 2510 target met. Average test score was 79.2%, exceeding the goal of 70%.

Analysis: In AY 2016-17, the target of a 70% average on the writing test was achieved as the class achieved an average score of 71%. While the target was achieved, students still struggled to write in an unbiased, grammatically correct format. Deviating from academic-style writing, which is typically most of the student's writing experience prior to taking this course, is challenging for most students. This was also

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the last group of students to take COMM 2510 without having taken or tested out of COMM 1040, so they did not have the same level of preparation from our department as current students with access to COMM 1040 would. The analysis of the 71% achievement for this SLO indicates that student learning did take place but can improve with continued course content refinement. In AY 2017 – 18, the department required students to complete/test out of COMM 1040 and incorporated specific writing activities based on weaknesses indicated by previous students.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 2510, earning an average test score of 79.2%. This is an improvement from the 2016-17 academic year and indicates that student learning is taking place. Most of the students who took COMM 2510 in the 2017-18 academic year had either completed or tested out of COMM 1040, leading to a stronger writing foundation upon entering COMM 2510. Additionally, as mentioned in the action plan, the instructor emphasized the ubiquitous importance of strong writing skills in any communications career, increasing the relevancy of course assignments to students.

In continuously striving to improve, faculty will impart the importance of strong writing skills to COMM 2510 students in addition to managing the relationship between COMM 1040 and COMM 2510 to function most efficiently as complements to assisting students in developing a solid writing foundation to best prepare them for upper-level communications classes.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 70% was exceeded. Students scored an average of 79.2% on the written test used to evaluate their skills.

Students seemed to take the task of developing strong writing skills more seriously when given context in which to understand the importance of strong written communication skills. Additionally, the completion of COMM 1040 prior to taking COMM 2510 appeared to sufficiently prepare students to be more successful in COMM 2510.

COMM 4700:

Target: 80% of possible points

COMM 4700: The capstone course is now required of all graduating seniors majoring in Communication. The course was taught for the first time in Spring 2017 by the Department's Wise Endowed Chair in Journalism, Raymond Strother. To assess their ability to write clearly and correctly, students were assigned writing assignments that reinforced the lectures and text: The goal of the course was to teach the obligations and ethics of Journalism in American society. The writing assignments required more thought than recitation from the textbooks. Students were challenged to understand and

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think. To understand the evolution of the American tradition of free speech, much attention was given to the history of journalists, publications and movements such as Yellow Journalism and how propaganda was used to start wars and change public perception of social issues.

Findings:

Essay on The First Amendment. Students were to respond to these questions: Why and when did the Founding Fathers institute the First Amendment? Include the author, and why this was important to the founding of a new nation. Why is it important today? They were graded on original thought and writing skills. Most of them drew from previous lectures to flesh out what they read in *The Elements of Journalism* on the subject. Average Grade on Assignment: 42/50 or 84%, meeting established target of 80%.

Essay on "Spotlight." After watching and discussing the movie, students were asked to respond to these questions: **What does this film say about our profession? What impressions did you get about reporters and their jobs? How does this film emphasize the importance of the First Amendment?** They were also graded on writing style and competence. Average Grade on Assignment: 39/50 or 78%, failing to meet established target of 80%.

Essay on Thomas Paine: After students listened to lectures and read works by Thomas Paine, they were to write an original essay related to the adage: "The Pen is Mightier Than the Sword." Average grade on assignment: 75/100, failing to meet the established standard of 80%. Because of issues with their basic grammar and use of punctuation, students had a follow-on assignment related to these grammar issues.

Analysis:

This is basically a hybrid course combining some weeks with online assignments and lectures and classroom lecture and discussion. Especially during weeks when assignments were online, students tended to procrastinate. The remedy to this was weekly quizzes that were presented within the audio lectures. Also, the instructor sent a constant stream of email messages to the students alerting them to deadlines and warnings about their responsibilities. As a result of a hard line on deadlines, few students missed assignments. If they had questions, they were encouraged to make telephone calls or send email messages.

The department will review its curriculum to incorporate more reading assignments throughout a student's matriculation and to incorporate current events. If they were deficient in current events, they also lacked an understanding of key epochs in history.

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COMM 4910: All Communication majors must now complete an internship. The supervisor of the internship, a professional not on faculty, assesses each student's ability to write clearly and correctly. Supervisors rate students on a scale of 1 (weak) to 5 (excellent).

Target: Four out of five possible points (80%).

Findings:

AY 2016 - 2017: COMM 4910 target met. Four students received a score of 5, and three students a score of 4, with an average of 4.57 (91%).

AY 2017 – 2018: COMM 4910 target met. Twelve students received a score of 5, and two students received a score of 4, with an average of 4.89 (97%).

Analysis: In AY 2016-17, the target of an 80% average score was achieved as the internship students achieved an average score of 91%. The analysis of the 91% achievement for this SLO indicates that student learning did take place but can improve with continued course content refinement.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 4910, earning an average score of 97%. Overall, students demonstrated an ability to write clearly and correctly for an entry-level communication professional. The number of students completing an internship is expected to increase.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 80% was exceeded.

In continuously striving to improve, faculty impart the importance of strong writing skills to COMM 4910 students to assist students in developing a solid writing foundation to best prepare them for upper-level communications classes.

Measure: 1.2. (Indirect)

Students scheduled to graduate in spring or summer 2018 were surveyed on their perception of the department curriculum having taught them how to write clearly and clearly in formats and ways appropriate for communication professionals. The 10-question survey was administered through SurveyMonkey and sent to the 12 potential Communication graduates, of whom 3 responded for a 25% response rate.

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Students were asked to rate from 1 (strongly disagree) to 5 (strongly agree) for the SLO 1: Overall, your communication curriculum has helped you learn to write clearly and correctly in formats appropriate for communication professionals.

Target: Ideally, 100% of students would answer 5/5.

Findings:

AY 2016 – 2017: Approaching ideal target. Four students rated SLO 1 as a 5/5 and three students rated SLO 1 as a 4/5, resulting in 100% of those surveyed indicating they agreed or strongly agreed that the curriculum prepared them to write.

AY 2017 – 2018: Approaching ideal target. One students rated SLO 1 as a 5/5, and two students rated SLO 1 as a 4/5, resulting in 4.6/5 of those surveyed indicating they agreed or strongly agreed that the curriculum prepared them to write.

Analysis: In AY 2016-17, four students rated SLO 1 as a 5/5 and three students rated SLO 1 as a 4/5, resulting in 100% of those surveyed indicating they agreed or strongly agreed that the curriculum prepared them to write.

This academic year (2017-18), having implemented the previously stated plan of action, one student rated SLO 1 as a 5/5, and two students rated SLO 1 as a 4/5, resulting in 4.6/5 of those surveyed indicating they agreed or strongly agreed that the curriculum prepared them to write.

This is a similar result compared to the 2016-17 academic year and indicates that student learning is taking place. Overall, students indicated the strength of this SLO in their program of study

In continuously striving to improve, faculty will impart the importance of strong writing skills to all graduating students in the COMM program. In AY 2017 – 18, faculty across the department increased and standardized implementation of writing skills and assignments.

SLO 2. Communication graduates will speak clearly and correctly in presentations or other formats appropriate for communication professionals.

Course Map: Tied to course syllabus objectives.

COMM 1010: Public Speaking

COMM 4700: Capstone Course
COMM 4910: Internship

Measure 2.1. (Direct)

COMM 1010: In this presentation-focused communication course, the signature assessment is the Persuasive Speech. Freshman COMM majors were placed in a Freshman Interest Group (FIG) section during the Fall 2017 semester. This is the section evaluated below. Students were graded using two specific rubric categories (Language/Fluency category and Voice category) from a standard course rubric that supports this SLO.

Grading criteria for Language/Fluency category:

- There is superior use of clear, correct, and appropriate language for the target audience to support objectives of the speech. The speaker clearly uses a variety of rhetorical devices such as analogies, repetition, and alliteration to enhance the message. (5)
- There is effective use of clear, correct, and appropriate language for the target audience of the speech. The speaker uses a variety of rhetorical devices such as analogies, repetition, and alliteration to enhance the message. (4)
- There is adequate use of clear, correct, and appropriate language for the target audience to support objectives of the speech. The speaker adequately uses a variety of rhetorical devices such as analogies, repetition, and alliteration to enhance the message. (3)
- There is limited use of clear, correct, and appropriate language for the target audience to support objectives of the speech. The speaker somewhat adequately uses a variety of rhetorical devices such as analogies, repetition, and alliteration to enhance the message. (2)
- There is weak use of clear, correct, and appropriate language for the target audience to support objectives of the speech. The speaker uses a variety of rhetorical devices such as analogies, repetition, and alliteration that do little to enhance the message. (1)
- There is no use of clear, correct, and appropriate language for the target audience to support objectives of the speech. The speaker uses no rhetorical devices such as analogies, repetition, and alliteration to enhance the message. (0)

Grading criteria for Voice category:

- There is superior use of natural variation of vocal characteristics including rate, pitch, volume, and tone in Standard English that heightens interest and matches messages appropriately. (5)

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- There is effective use of natural variation of vocal characteristics including rate, pitch, volume, and tone in Standard English that heightens interest and matches messages appropriately. (4)
- There is adequate use of natural variation of vocal characteristics including rate, pitch, volume, and tone in Standard English that adequately heightens interest and matches messages appropriately. (3)
- There is limited use of natural variation of vocal characteristics including rate, pitch, volume, and tone in Standard English that somewhat adequately heightens interest and matches messages appropriately. (2)
- There is weak use of natural variation of vocal characteristics including rate, pitch, volume, and tone in Standard English that does little to heighten interest and matches messages appropriately. (1)
- There is no use of natural variation of vocal characteristics including rate, pitch, volume, and tone in Standard English that does not heighten interest and matches messages appropriately. (0)

Target: 80% of possible points

Findings:

AY 2016 – 2017: COMM 1010 target met. Students achieved an overall average of 91.68% for the persuasive speech.

AY 2017 – 2018: COMM 1010 target met. Students achieved an overall average of 97.69% in rubric categories associated with speaking clearly and correctly in presentations (see above for rubric category details). Students exceeded the acceptable target of 80%.

Analysis:

In AY 2016-17, the target of an 80% average on the persuasive speech assignment was achieved as the class scored an average score of 91.68%. The analysis of the 91.68% achievement for this SLO indicates that student learning did take place and can improve with continued course content refinement.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to exceed the target of 80% in COMM 1010, earning an average score of 97.69% in relevant rubric categories for the persuasive speech.

In continuously striving to improve, faculty will emphasize skills required to speak clearly and correctly. In AY 2017 – 18, faculty demonstrated parity between online and face-to-face sections and used increased understanding of McGraw-Hill Connect to provide a more dynamic teaching environment for students.

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Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 80% was exceeded. Students scored an average of 97.69% on the project used to evaluate their visual element skills.

COMM 4700:

Finding: Each student was required to recite the First Amendment and to discuss its importance. This gave them experience in public speaking. Students also were graded on a PowerPoint presentation related to a chosen topic during the semester. The overall grade was 45/50 or 90%.

Analysis: Overall, students are confident and competent in oral presentations.

The department will continue to emphasize the importance of this SLO throughout a student's matriculation and provide opportunities for students to practice and improve their speaking skills. In AY 2017 – 18, the number of in-class speaking assignments increased throughout the curriculum.

COMM 4910: Supervisors at sites evaluate communication interns on their ability to speak clearly and correctly. The evaluations conducted at the midpoint and end of the internship require the supervisors to rate interns on a scale of 1-5 (weak to excellent) on ability to "speak with correct grammar."

Target: Four out of five possible points (4/5).

Findings:

AY 2016 – 2017: COMM 4910 target met. Six students received a score of 5, and one student received a score of 4, with an average of 4.86 (97%).

AY 2017 – 2018: COMM 4910 target met. Thirteen students received a score of 5, and one student a score of 4, with an average of 4.93 (98.6%).

Analysis: In AY 2016-17, the target of an 80% average score was achieved as the internship students achieved an average score of 97%. The analysis of the 97% achievement for this SLO indicates that student learning did take place but can improve with continued course content refinement.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 4910, earning an average score of 98.6%. Overall, students demonstrated an ability to speak clearly and correctly for an

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entry-level communication professional. The number of students completing an internship is expected to increase.

The department's curriculum has traditionally focused on oral communication and presentations. With the new curriculum established in 2016 for this major, all majors are required to complete an internship, which was an option for prior concentrations no longer offered (organizational communication, rhetoric, and mass communication). Faculty across the curriculum must continue to place a focus on oral communication skills. The supervisor's evaluation form for this course was revised in Fall 2017 so it ties specifically to each of the Student Learning Outcomes.

In continuously striving to improve, faculty impart the importance of strong speaking skills to COMM 4910 students to assist students in developing a solid communication foundation to best prepare them for the workforce.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 80% was exceeded.

Measure: 2.2. (Indirect)

Students scheduled to graduate in spring or summer 2018 were surveyed on their perception of the department curriculum having taught them how to speak clearly and clearly in formats and ways appropriate for communication professionals. The 10-question survey was administered through SurveyMonkey and sent to the 12 potential Communication graduates for spring or summer 2018. Three students responded for a 25% response rate.

Students were asked to rate from 1 (strongly disagree) to 5 (strongly agree) for the SLO 2: Overall, your communication curriculum has helped you learn to speak clearly and correctly in presentations or other formats appropriate for communication professionals

Target: Ideally, 100% of students would answer 5/5.

Finding:

AY 2016 -2017: Approaching ideal target. Five students rated this SLO as 5/5 (strongly agree), one rated it 4/5 (agree) and 1 rated it 3/5 (neither agree nor disagree).

AY 2017 – 2018: Approaching ideal target. Three students rated this SLO as 4/5 (agree).

Analysis: In AY 2016-17, five students rated this SLO as 5/5 (strongly agree), one rated it 4/5 (agree) and 1 rated it 3/5 (neither agree nor disagree), resulting in 85% of

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those surveyed indicating they agreed or strongly agreed that the curriculum prepared them to speak clearly and correctly.

This academic year (2017-18), having implemented the previously stated plan of action, three responding students rated this SLO as 4/5 (agree), resulting in 100% indicating they agreed that the curriculum prepared them to speak clearly and correctly.

This is a similar result compared to the 2016-17 academic year and indicates that student learning is taking place. Overall, students completing the survey indicated they agreed with this SLO.

In continuously striving to improve, faculty impart the importance of strong oral communication skills to all graduating students in the COMM program.

SLO 3. Communication graduates will produce effective visual content for varied audiences and formats.

Course Map: Tied to course syllabus objectives.

COMM 1010: Public Speaking

COMM 3260: Reporting and Writing for New Media

COMM 4910: Internship

Measure: 3.1 (Direct)

COMM 1010: In this first communication course, students must produce and use an effective visual aid for the final speech, the persuasive speech. The FIG section is taught in Fall 2017 only. Speeches are graded using a standard course rubric including a specific rubric category (Presentation Aid category) for this SLO:

- There is superior design and/or use of aid to effectively support verbal message. Aid clarifies and enhances verbal message. The speaker demonstrates ability to use varied presentation strategies for an appropriate, respectful presentation. Speaker can adapt to unexpected circumstances affecting use of aid. (5)
- There is effective design and/or use of aid to effectively support verbal message. Aid clarifies and enhances verbal message. The speaker demonstrates ability to use varied presentation strategies for an appropriate, respectful presentation. Speaker can adapt to unexpected circumstances affecting use of aid. (4)
- There is adequate design and/or use of aid to support verbal message. Aid clarifies verbal message. The speaker demonstrates ability to use a presentation strategy for an appropriate, respectful presentation. Speaker can adapt to unexpected circumstances affecting use of aid. (3)

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- There is limited use and/or somewhat adequate design of presentation aid. The speaker does not demonstrate ability to support or enhance verbal message. Aid is not always used at the appropriate time. Speaker is uncomfortable with presentation media/technology. (2)
- There is weak use and/or inadequate design of presentation aid. Presentation aid may be inappropriate. Technical presentation problems (visibility and clarity) interfered with message comprehension. Speaker is uncomfortable with presentation media/technology. (1)
- There is no presentation aid used to support verbal message. (0)

Target: 80% of possible points

Findings:

AY 2016 – 2017: COMM 1010 target met. Students achieved an overall average of 4.61/5 or 92.3%. Students exceeded the acceptable target (80%) and are approaching the ideal target (100%).

AY 2017 – 2018: COMM 1010 target met. Students achieved an overall average of 4.38/5 or 87.69% in the presentation aid category. Students exceeded the acceptable target (80%) and are approaching the ideal target (100%).

Analysis:

In AY 2016-17, the target of an 80% average on the persuasive speech assignment was achieved as the class scored an average score of 92.3%. The analysis of the 92.3% achievement for this SLO indicates that student learning did take place and can improve with continued course content refinement.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to exceed the target of 80% in COMM 1010, earning an average score of 87.69% in relevant rubric categories for the persuasive speech.

Because this is the first required communication class, many have never had instruction on guidelines to design an effective PowerPoint, for example, or how to incorporate them into a presentation.

To continuously improve, faculty will continue to work with students throughout the semester to pursue mastery of this SLO.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 80% was exceeded. Students scored an average of 87.69% on the project used to evaluate their visual element skills.

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COMM 3260: Required of all majors, the prerequisite for this course is COMM 2510. A grade of “C” or higher is required. To assess students’ abilities to create effective visual content for varied audiences and formats, the signature assessment is the creation of an engagement campaign. Students choose a topic they are interested in and create a campaign to engage online users in supporting or sharing the campaign’s messaging. This requires students to share messaging on multiple platforms (Twitter, Instagram) using tools taught in class (Hootsuite, Canva, Twitter Analytics) to create effective content, including visual elements. Students submitted a campaign summary, which includes selecting and analyzing the 20 most effective social media posts from the campaign.

Target: 80% of possible points

Findings:

AY 2016-17: COMM 3260 target met. Students achieved an average project score of 86.6% on the campaign summary assignment.

AY 2017 -18: COMM 3260 target met. Students achieved an average project score of 81.18% on the campaign summary assignment.

Analysis:

In AY 2016-17, the target of an 80% average on the campaign summary assignment was achieved as the class scored an average score of 86.6%. While students are familiar with social media channels for their personal use, very few entered the classroom understanding the amount of strategy that is required to host an effective social media presence in addition to being quite unaware of the resources available to make the process of becoming efficient and effective much easier. The analysis of the 86.6% achievement for this SLO indicates that student learning did take place and can improve with continued course content refinement, specifically in addressing the difference between effective visual communication for personal social media channels versus professional social media channels.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to exceed the target of 80% in COMM 3260, earning an average campaign summary score of 81.18%. This is lower than the 2016-17 academic year average but still meets the target and indicates that student learning is taking place. As in the previous academic year, very few students entered the classroom with an accurate understanding of the amount of strategy that is required to host an effective social media presence (also noted in student reflections included in campaign summary). Students worked in teams throughout the semester to gain experience creating and publishing engaging content with emphasis on the strength/power of visual content.

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In continuously striving to improve, faculty will emphasize skills required to create effective visual content. Emphasis on the elements of design and the varying functionality of visual components across multiple digital channels will be added to future courses in an increased frequency.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 80% was exceeded. Students scored an average of 81.18% on the project used to evaluate their visual element skills.

Based on reflections written at the end of the semester, students seemed to appreciate the difference between posting content on their personal accounts whenever they felt like it versus planning, creating, and publishing work for an organization/brand account. This is an important distinction that was emphasized via assignments in AY 2017 – 18.

COMM 4910: The supervisor's evaluation form asks supervisors to rate students on their overall ability "to produce effective visual content for varied audiences and formats."

Target: Four out of five possible points (80%).

Findings:

AY 2016 – 2017: COMM 4910 target met. Seven students received a score of 5 for an average of 5 (100%).

AY 2017 – 2018: COMM 4910 target met. Thirteen students received a score of 5, and one student a score of 4 for an average of 4.93 (99%).

Analysis: In AY 2016-17, the target of an 80% average score was achieved as the internship students achieved an average score of 100%. The curriculum was revised to stress visual design skills across concentrations, beginning with COMM 1010 and embedded in courses in video production (COMM 2440), new media (COMM 3260), and visual communication (COMM 2530). The analysis of the 100% achievement for this SLO indicates that student learning did take place.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 4910, earning an average score of 99%. Overall, students demonstrated an ability to create visual content for an entry-level communication professional. The number of students completing an internship is expected to increase.

Faculty will continue to review syllabi across the curriculum to ensure students receive instruction and hands-on practice for this SLO.

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In continuously striving to improve, faculty will impart the importance of content development skills to COMM 4910 students to assist students in developing a solid communication foundation to best prepare them for the workforce.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 80% was exceeded.

Measure: 3.2 (Indirect)

Students scheduled to graduate in spring or summer 2018 were surveyed on their perception of the department curriculum having taught them how to create visual content appropriate for communication professionals. The 10-question survey was administered through SurveyMonkey and sent to the 12 potential spring or summer 2018 Communication graduates. Three responded for a 25% response rate.

Students were asked to rate from 1 (strongly disagree) to 5 (strongly agree) for the SLO 3: Overall, your communication curriculum has helped you learn to produce effective visual content for varied audiences and formats.

Target: Ideally, 100% of students would answer 5/5.

Findings:

AY 2016 – 2017: Approaching ideal target. Four of the students rated this SLO as 5/5 (strongly agree), two rated it 4/5 (agree), and one rated it 2/5 (disagree) for an average of 4.29 (86%).

AY 2017 – 2018: Approaching ideal target. Two students rated this SLO as 4/5 (agree), one rated it 3/5 (neither agree nor disagree) for an average of 3.67 (73.4%).

Analysis: In AY 2016-17, four of the students rated this SLO as 5/5 (strongly agree), two rated it 4/5 (agree), and one rated it 2/5 (disagree) for an average of 86% of those surveyed indicating they agreed, strongly agreed, or disagreed that the curriculum prepared them to create effective visual content.

This academic year (2017-18), having implemented the previously stated plan of action, two responding students rated this SLO as 4/5 (agree), and one rated it 3/5 (neither agree nor disagree) for an average of 3.67 (73.4%) when indicating whether the curriculum prepared them to create effective visual content.

This is a similar result compared to the 2016-17 academic year and indicates that student learning is taking place. The decrease in overall average is slightly misleading this year due to the low number of survey respondents.

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In continuously striving to improve, faculty will review syllabi to ensure that visual communication skills are incorporated throughout the curriculum. Implementation of this in AY 2017 – 18 yielded positive results.

SLO 4. Communication graduates will gather and critically analyze information from diverse sources.

Course Map: Tied to course syllabus objectives.

COMM 2510: Writing for Mass Media
COMM 4700: Capstone
COMM 4910: Internship

Measure 4.1 (Direct)

COMM 2510: Required of all majors, the prerequisites for this course are ENGL 1010, ENGL 1020 and COMM 1040. All require a “C” or higher. To assess students’ abilities to gather and critically analyze information, the signature assessment is the story submission assignment. This assignment requires students to cover a specific event and write an article about this event using a minimum of three sources. Students are graded using a five-category rubric. The rubric assesses the presence of proper headline and format; use of AP style; use of proper spelling, grammar and punctuation; development of an effective lead; and effective content organization. In each category, a student can earn between zero and five points, totaling an overall rubric score out of 25 points.

Target: 70% of possible points

Finding:

AY 2016 -2017: COMM 2510 target not met. Students achieved an average grade of 64.05%, failing to meet the target of 70%.

AY 2017 – 2018: COMM 2510 target met. Students achieved an average grade of 77.85%, exceeding target of 70%.

Analysis: In AY 2016-17, the target of a 70% average on the writing test was not achieved as the class scored an average of 64.05%. Students struggled to write in an unbiased, grammatically correct format. Deviating from academic-style writing, which is typically the majority of the student’s writing experience prior to taking this course, is challenging for most students. This was also the last group of students to take COMM 2510 without having taken or tested out of COMM 1040, so they did not have the same

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level of preparation from our department as current students with access to COMM 1040 would. The analysis of the 64% achievement for this SLO indicates that student learning did not take place at the level which we had hoped it would.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 2510, earning an average score of 77.85%. This is an improvement from the 2016-17 academic year and indicates that student learning is taking place. Many of the students who took COMM 2510 in the 2017-18 academic year had either completed or tested out of COMM 1040, leading to a stronger writing foundation upon entering COMM 2510. Additionally, as mentioned in the action plan, the instructor implemented classwork and homework assignments specifically designed to address issues related to identifying appropriate source material.

In continuously striving to improve, faculty will impart the importance of strong sourcing skills to COMM 2510 students through discussion and tailored assignments. Steps were taken in this direction in AY 2017 – 18, as evident by improvements in student work.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 70% was exceeded. Students scored an average of 77.85% on the writing assignment used to evaluate their skills.

COMM 4700: The writing assignments required more thought than recitation from the textbooks. Students were challenged to understand and think. To understand the evolution of the American tradition of free speech, much attention was given to the history of journalists, publications and movements such as Yellow Journalism and how propaganda was used to start wars and change public perception of social issues.

Findings:

Essay on the Denver Post

The final critical essay of the semester required students to answer the following: "A lesson that could have been taken directly from "The Elements of Journalism" is unfolding today. Learn what is happening at the "Denver Post" and relate it to what you have learned or been warned about in our text books. Write 250 - 500 words that show an understanding of the Denver situation and how it relates to American journalism.

Quote from the text books to make your point. Practice good journalism. As the semester advances, I grade more carefully on sentence structure, punctuation and concise writing. I don't have to remind you to not make one of the fatal errors listed in the "Syllabus." Average grade on assignment: 113/150 or 75.3%, failing to meet established target of 80%.

Analysis: Overall, students demonstrated a lack of knowledge about how to research and critically analyze information. While an average of 75 is a passing "C" grade, the

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goal should be 80 or a B. Three students did not complete the assignment. As the writing requirements became more stringent during the semester, some students' lack of basic writing and critical thinking skills became more evident.

Decision: The department should review its curriculum to incorporate more research and learning how to properly cite sources occurs in earlier courses in the program.

COMM 4910: Supervisors rated students on a scale of 1 (weak) to 5 (excellent) for their ability to “gather and critically analyze information from diverse sources.”

Target: Four out of five possible points (80%).

Findings:

AY 2016 – 2017: Six students received a score of 5, and one student received a score of 4 for an average of 4.85 (97.14%).

AY 2017 – 2018: Twelve students received a score of 5, and two students received a score of 3 for an average of 4.71 (94%).

Analysis: In AY 2016-17, the target of an 80% average score was achieved as the internship students achieved an average score of 97.14%. Students are prepared throughout the COMM curriculum to critically analyze source material. The analysis of the 97.14% achievement for this SLO indicates that student learning did take place.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 4910, earning an average score of 94%. Overall, students demonstrated an ability to gather, identify, and analyze source material. The number of students completing an internship is expected to increase.

Faculty should continue to review syllabi across the curriculum to continue to strengthen student competence in this area.

In continuously striving to improve, faculty will impart the importance of the ability to critically analyze source material to COMM 4910 students to assist students in developing a solid communication foundation to best prepare them for the workforce.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 80% was exceeded.

Measure 4.2 (Indirect)

Students scheduled to graduate in spring or summer 2018 were surveyed on their perception of the department curriculum having taught them how to gather and analyze

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information from diverse sources. The 10-question survey was administered through SurveyMonkey and sent to the 12 potential Communication graduates. Three responded for a 25% response rate.

Students were asked to rate from 1 (strongly disagree) to 5 (strongly agree) for the SLO 4: Overall, your communication curriculum has helped you learn to gather and critically analyze information from diverse sources.

Findings:

AY 2016 – 2017: Approaching ideal target. Two students rated this SLO as 5/5, four rated it 4/5, and one rated it 3/5 for an average of 4.14 (85.71%).

AY 2017 – 2018: Approaching ideal target. All three responses rated this SLO as 4/5 (agree) for an average of 80%.

Analysis: In AY 2016-17, Two students rated this SLO as 5/5, four rated it 4/5, and one rated it 3/5 for an average of 4.14 (85.71%), indicating that the curriculum prepared them to gather and critically analyze information from diverse sources.

This academic year (2017-18), having implemented the previously stated plan of action, all three responding students rated this SLO as 4/5 for an average of 4/5 (80%) when indicating whether the curriculum prepared them to gather and critically analyze information from diverse sources.

This is a similar result compared to the 2016-17 academic year and indicates that student learning is taking place.

In continuously striving to improve, faculty will review syllabi to ensure that sourcing and critical thinking are incorporated throughout the curriculum.

SLO 5. Communication graduates will understand and apply legal and ethical principles related to communication.

Course Map: Tied to course syllabus objectives.

COMM 2040: Media Law
COMM 4700: Capstone
COMM 4910: Internship

Measure 5.1 (Direct)

COMM 2040: All communication majors are now required to take Media Law, which is taught by a lawyer in the College of Business and a professor who previously taught the course for the university's eliminated Department of Journalism. The signature assessment for this class is a multi-faceted evaluation of legal and ethical

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communications principles, which is administered at the end of the semester. Each question in the evaluation directly ties to this SLO.

Target: 70% of possible points

Findings:

AY 2016 - 2017: COMM 2040 target met. Students achieved an average score of 74.22%, exceeding the target of 70%.

AY 2017- 2018: COMM 2040 target met. Students achieved an average score of 75.57%, exceeding the target of 70%.

Analysis: In AY 2016-17, the target of a 70% average on the writing test was achieved as the class scored an average of 74.22%. While the target was achieved, the instructor had concerns regarding student attendance and student failure to read assigned materials. The instructor planned to deduct points after a certain number of absences and to administer pop quizzes throughout the semester to motivate students to come to class prepared. The analysis of the 74.22% achievement for this SLO indicates that student learning did take place but can improve with continued course content refinement.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 2040, earning an average test score of 75.57%. This is an improvement from the 2016-17 academic year and indicates that student learning is taking place. The instructor notes an improvement in completion of assigned readings even though there is still room for improvement. Student attendance continues to be a major problem, so the instructor will be strictly following the attendance policy outlined in his syllabus. Additionally, the instructor mentioned the importance of emphasizing the value of law and ethics for all communications professionals.

In continuously striving to improve, faculty will impart the importance of law and ethics to COMM 2040 students. In AY 2017- 18, communication law was incorporated into classes outside of COMM 2040 to provide emphasis to students.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 70% was exceeded. Students scored an average of 75.57% on the assessment used to evaluate their skills.

COMM 4700: The class concentrated on the importance of **The First Amendment** and discussed governmental, economic and cultural controls on the media. Each student was required to recite the amendment in class and to discuss its importance. This gave

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them experience in public speaking. We also discussed that the first obligation of journalism was to the truth.

Target: 80%

Finding:

Essay on The First Amendment. Students were to respond to these questions: Why and when did the Founding Fathers institute the First Amendment? Include the author, and why this was important to the founding of a new nation. Why is it important today? They were graded on original thought and writing skills. Most of them drew from previous lectures to flesh out what they read in *The Elements of Journalism* on the subject. Average Grade on Assignment: 42/50 or 84%, exceeding the established target of 80%.

Essay on “Spotlight.” After watching and discussing the movie, students were asked to respond to these questions: What does this film say about our profession? What impressions did you get about reporters and their jobs? How does this film emphasize the importance of the First Amendment? They were also graded on writing style and competence. Average Grade on Assignment: 39/50 or 78%, failing to meet the established target of 80%.

Analysis: Overall, students demonstrated a lack of understanding of history, current event, and a journalist’s role in a democracy.

Decision: The department will review its curriculum to reinforce this SLO throughout a student’s matriculation.

COMM 4910: Internship supervisors evaluated students on a scale of 1 (weak) to 5 (excellent) on their competence to “understand and apply legal and ethical principles related to communication.”

Target: Four out of five possible points (4/5).

Findings:

AY 2016 – 2017: COMM 4910 target met. Seven students achieved an average of 5/5 for an average of 5 (100%).

AY 2017 – 2018: COMM 4910 target met. Students achieved an average of 5/5 (100%).

Analysis: In AY 2016-17, the target of an 80% average score was achieved as the internship students achieved an average score of 100%. Faculty incorporate legal and

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ethical principles throughout the COMM curriculum. The analysis of the 100% achievement for this SLO indicates that student learning did take place.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 4910, earning an average score of 100%. Overall, students demonstrated an ability to apply legal and ethical principles for an entry-level communication professional.

Students participating in internships met their supervisor's expectations for this SLO. However, because the internship is now required and not an option, the number of students participating will increase. Therefore, both faculty and students will need to ensure a steady focus on legal and ethical principles occurs across the curriculum.

In continuously striving to improve, faculty will impart the importance of legal and ethical practices to COMM 4910 students to assist students in developing a solid communication foundation to best prepare them for the workforce.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 80% was exceeded.

Measure 5.2 (Indirect)

Students scheduled to graduate in spring or summer 2018 were surveyed on their perception of the department curriculum having taught them to understand and apply legal and ethical principles related to communication. The 10-question survey was administered through SurveyMonkey and sent to the 12 potential Communication graduates in spring and summer 2018. Three responded for a 25% response rate.

Students were asked to rate from 1 (strongly disagree) to 5 (strongly agree) for the SLO 5: Overall, your communication curriculum has helped you learn to understand and apply legal and ethical principles related to communication.

Target: Ideally, 100% of students would answer 5/5.

Findings:

AY 2016 – 2017: Approaching ideal target. Two students rated this SLO as 5/5 and five rated it as 4/5 for an average of 4.3 (86%).

AY 2017 – 2018: One rated the SLO as 5/5 (strongly agree), one rated it 4/5 (agree), and one rated it 3/5 for an average of 4/5 or 80%.

Analysis: In AY 2016-17, two of the students rated this SLO as 5/5 (strongly agree), and five rated it 4/5 (agree) for an average of 86% of those surveyed indicating they

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agreed or strongly agreed that the curriculum prepared them to apply legal and ethical principles.

This academic year (2017-18), having implemented the previously stated plan of action, one rated the SLO as 5/5 (strongly agree), one rated it 4/5 (agree), and one rated it 3/5 for an average of 4/5 or 80% when indicating whether the curriculum prepared them to apply ethical and legal principles.

This is a similar result compared to the 2016-17 academic year and indicates that student learning is taking place.

In continuously striving to improve, faculty will review syllabi to ensure that legal and ethical principles are incorporated throughout the curriculum.

SLO 6. Communication graduates will use current media technologies and understand their social and cultural influences.

Course Map: Tied to course syllabus objectives.

COMM 2020: Mass Media and Society
COMM 3260: Reporting and Writing for New Media
COMM 4700: Capstone
COMM 4910: Internship

COMM 2020: Students in COMM 2020 complete an assessment assignment and a final paper related to understanding media technologies and their potential influence on society and culture.

Target: 70% of possible points

Findings:

AY 2016 - 2017: COMM 2020 target met. Students scored an average of 80.5% on the assessment assignment and an average of 91.5% on the final paper.

AY 2017 – 2018: COMM 2020 target met. Students scored an average of 92.5% on the assessment assignment and an average of 91.2% on the final paper.

Analysis: In AY 2016-17, the target of a 70% average on both the assessment assignment and final paper was achieved as the class scored an average of 80.5% on the assessment assignment and an average of 91.5% on the final paper. The instructor noted that students seemed to have an addictive relationship with social media, motivating him to have students explore that relationship and its effect on our culture. The instructor planned to monitor social media use in class to help students understand

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when it was inappropriate as well as how social media and technology can be used advantageously. The analysis of the 91.5% achievement for this SLO indicates that student learning did take place but can improve with continued course content refinement.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 2020, earning an average score of 92.5% on the assessment assignment and 91.2% on the final paper. This is an improvement from the 2016-17 academic year and indicates that student learning is taking place. The instructor notes that students appeared to be honest regarding their use of social media. The majority noted they were addicted to it and couldn't live without it, for even a day. Several suggested they could attempt to do without social media for up to a week but no more. They also said they hadn't thought about nor tried to refrain from using social media. Therefore, they simply didn't know what the impact would be. Only a few noted they could not only limit access to social media but could walk away completely. In virtually every case, all students noted this was not an issue of using technology to access information but simply a way of life to them. They did note that using technology and social media had potentially harmful outcomes since it was easy to access and use protected information.

In continuously striving to improve, the instructor will monitor students' inappropriate use of social media during class and help them understand via discussion and assignments that social media can be an appropriate tool for communication professionals when used appropriately. He will also emphasize legal and ethical issues that arise with social media usage to COMM 2020 students.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 70% was exceeded. Students scored an average of 92.5% on the assessment assignment and an average of 91.2% on the final paper used to evaluate their skills.

COMM 3260: Required of all majors, the prerequisite for this course is COMM 2510. A grade of "C" or higher is required. To assess students' abilities to use current media technologies correctly and effectively, students are required to answer 10 multiple choice questions designed to test their understanding of current media technologies.

Target: 80% of possible points

Findings:

AY 2016 – 2017: COMM 3260 target met. Students scored an average of 92.5%, exceeding the target of 80%.

AY 2017 – 2018: COMM 3260 target not met. Students scored an average of 72.27%, failing to meet the target of 80%.

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Analysis:

In AY 2016-17, the target of an 80% average on the campaign summary assignment was achieved as the class scored an average score of 92.5%. While students are familiar with social media channels for their personal use, very few entered the classroom understanding the amount of potential reach each piece of digital communication has. The analysis of the 92.5% achievement for this SLO indicates that student learning did take place and can improve with continued course content refinement, specifically in addressing the strengths and weaknesses of various social media channels and content posting strategies.

This academic year (2017-18), students did not meet the target of 80% in COMM 3260, earning an average score of 72.27%. This is lower than the 2016-17 academic year average but indicates that student learning is taking place, just not at the level that we hoped. Class attendance, teamwork skills, and attention to detail was a significant issue this semester, affecting student performance on assignments.

In continuously striving to improve, faculty will re-evaluate assignments used to teach students about media technologies and their influences on culture to ensure that they are structured as effectively as possible. Emphasis will be placed on assignment structures that engage students in a visual, auditory, and kinesthetic format. In AY 2017- 18, assignments were updated to incorporate new features developed in the social media area as well as to increase the basic design education required to create visually effective content.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of some student learning, but not to the extent that faculty would like based on the analysis of this year's result. The target of 80% was not met. Students scored an average of 72.27% on the questions used to evaluate their understanding of media technologies.

COMM 4700: As a hybrid course using the Moodle delivery platform, students were required to use Internet technologies to complete and post assignments. Class discussion and guest speakers also discussed current technologies and, especially, the role of new media and social media in today's communication industry. However, the specific language of this SLO was not incorporated into student assessments.

Finding:

No specific assessment was incorporated that included scoring or a rubric to assess this SLO.

Analysis: Students participating in this class were required to use computer and Internet technologies to complete and post assignments.

Decision: Revise a student assignment assessment to ensure the specific language of the SLO is included.

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COMM 4910: Internship supervisors evaluated students on a scale of 1 (weak) to 5 (excellent) on their competence to “use current media technologies and understand their social and cultural influences.”

Target: Four out of five possible points (4/5).

Findings:

AY 2016 - 2017: Six students received a score of 5 and one student received a score of 4 for an average of 4.85 (97%).

AY 2017 - 2018: Thirteen students enrolled received a score of 5 and one student received a score of 3 for an average of 4.86 (97%).

Analysis: In AY 2016-17, the target of an 80% average score was achieved as six students received a score of 5 and one student received a score of 4 for an average of 4.85 (97%). The restructuring of COMM 3260 contributed to students' understanding of social media practices. The analysis of the 97% achievement for this SLO indicates that student learning did take place.

This academic year (2017-18), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 4910. Thirteen students enrolled received a score of 5 and one student received a score of 3 for an average of 4.86 (97%). Overall, students demonstrated an ability to use current media technologies and understand the social and cultural influences of these technologies for an entry-level communication professional. The number of students completing an internship is expected to increase.

Overall, Students participating in internships met their supervisor's expectations for this SLO. However, because the internship is now required and not an option, the number of students participating will increase. Therefore, both faculty and students will need to ensure a steady focus on familiarity with current technologies occurs across the curriculum. The number of students enrolled in COMM 3260, which focuses on this SLO, continues to increase.

In continuously striving to improve, faculty will impart the importance of current media technology skills to COMM 4910 students to assist students in developing a solid communication foundation to best prepare them for the workforce.

Decision: Implementing the plan of action from AY 2016-17 provides evidence of student learning based on the analysis of this year's result. The target of 80% was exceeded.

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Decision: Review curriculum with faculty to ensure teaching this SLO and student hands-on practice is provided.

Measure 6.2 (Indirect)

Students scheduled to graduate in spring or summer 2018 were surveyed on their perception of the department curriculum having taught them to use current media technologies and understand their social and cultural influences. The 10-question survey was administered through SurveyMonkey and sent to the 12 potential Communication graduates in spring or summer 2018. Three responded for a 25% response rate.

Students were asked to rate from 1 (strongly disagree) to 5 (strongly agree) for SLO 6: Overall, your communication curriculum has helped you learn to use current media technologies and understand their social and cultural influences.

Target: Ideally, 100% of students would answer 5/5.

Findings:

AY 2016 – 2017: Approaching ideal target. Three of the students rated the SLO as 5/5, three rated it as 4/5, and one rated it 2/5 for an average of 85.72%.

AY 2017 – 2018: Approaching ideal target. Two students rated the SLO as 4/5 (agree), and one rated it as 3/5 (neither agree nor disagree) for a 3.65 (73%) neutral student rating.

Analysis: In AY 2016-17, four of the students rated this SLO as 5/5 (strongly agree), two rated it 4/5 (agree), and one rated it 2/5 (disagree) for an average of 86% of those surveyed indicating they agreed, strongly agreed, or disagreed that the curriculum prepared them to create effective visual content.

This academic year (2017-18), having implemented the previously stated plan of action, two responding students rated this SLO as 4/5 (agree), and one rated it 3/5 (neither agree nor disagree) for an average of 3.67 (73.4%) when indicating whether the curriculum prepared them to create effective visual content.

Ideally, 100% would rate this important SLO as a 5/5. As more students complete COMM 3260, the primary course targeted for this SLO, the scores are expected to improve.

In continuously striving to improve, faculty will review syllabi to ensure that media technology skills are incorporated throughout the curriculum.

SLO 1

Comprehensive summary of key evidence of improvements based on analysis of results: Implementing the plan of action to include more targeted skill-measurement strategies throughout the semester as well as continuing to fine-tune content to strengthen the relationship between COMM 1040 and COMM 2510 resulted in significant growth of student writing skills, although the target of 70% was not achieved.

Implementing the plan of action to emphasize the importance of strong writing skills as well as having students complete or test out of COMM 1040 prior to taking COMM 2510 resulted in a score of 79.25, exceeding the target of 70%.

Implementing the plan of action to emphasize the importance of strong writing skills resulted in an average score of 97%, exceeding the target of 80%.

Implementing the plan of action to emphasize the importance of strong writing skills resulted in one student rated SLO 1 as a 5/5, and two students rated SLO 1 as a 4/5, resulting in 4.6/5 of those surveyed indicating they agreed or strongly agreed that the curriculum prepared them to write.

Plan of action moving forward: Faculty will evaluate course content, identify specific areas of weakness, and craft lessons that will address these areas. Already, students that have completed COMM 1040 demonstrate a higher level of function in COMM 2510, which was the primary reason for the creation of COMM 1040. The department expects that students will continue to identify and address areas of weakness in the writing foundation during their time in COMM 1040 so that they will be better prepared to manage and/or eradicate these areas of weakness as they move through the communications curriculum.

Faculty will continue to evaluate course content, identify specific areas of weakness, and craft lessons that will address these areas. Already, students that have completed COMM 1040 demonstrate a higher level of function in COMM 2510, which was the primary reason for the creation of COMM 1040. The department expects that students will demonstrate improvement in their ability to identify and address areas of weakness in the writing foundation during their time in COMM 1040 so that they will be better prepared to manage and/or eradicate these areas of weakness as they move through the communications curriculum.

Faculty across the curriculum must continue to place a focus on writing. Overall, students demonstrated an ability to write clearly and correctly for an entry-level communication professional.

Faculty will continue to evaluate course content, identify specific areas of weakness, and craft lessons that will address emphasize the importance of strong writing skills.

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SLO 2

Comprehensive summary of key evidence of improvements based on analysis of results: Implementing the plan of action to emphasize the importance of speaking clearly and correctly resulted in an average score of 97.69%, exceeding the target of 80%.

Implementing the plan of action to emphasize the importance of strong writing skills resulted in an average score of 98.6%, exceeding the target of 80%.

Implementing the plan of action to emphasize the importance of strong speaking skills resulted in three students rating SLO 2 as a 4/5, resulting in 4/5 (80%) of those surveyed indicating they agreed that the curriculum prepared them to speak effectively.

Plan of action moving forward: Faculty will continue to emphasize the importance of both correctly structured sentences as well as the power provided by the voice during a presentation. Each component is essential to delivering an effective message to an audience.

Faculty across the curriculum must continue to place a focus on speaking clearly and correctly. Overall, students demonstrated an ability to speak clearly and correctly for an entry-level communication professional.

Faculty will continue to evaluate course content, identify specific areas of weakness, and craft lessons that will address emphasize the importance of strong oral communication skills.

SLO 3

Comprehensive summary of key evidence of improvements based on analysis of results: Implementing the plan of action to emphasize the importance of speaking clearly and correctly resulted in an average score of 87.69%, exceeding the target of 80%.

Implementing the plan of action to emphasize the importance of the differences between posting content on a personal account versus managing an organization/brand/business account by teaching students how to create effective visual content for such a page resulted in an average score of 81.18%, exceeding the target of 80%.

Implementing the plan of action to emphasize the importance of strong writing skills resulted in an average score of 99%, exceeding the target of 80%.

Implementing the plan of action to emphasize the importance of strong content development skills resulted in two students rating SLO 3 as a 4/5, and one student

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rating SLO 3 as a 3/5, resulting in 3.67/5 (73.4%) of those surveyed indicating they agreed that the curriculum prepared them to develop effective visual content.

Implementing the plan of action to emphasize the importance of strong sourcing skills as well as having students complete or test out of COMM 1040 prior to taking COMM 2510 resulted in a score of 77.85%, exceeding the target of 70%.

Implementing the plan of action to emphasize the importance of strong writing skills resulted in an average score of 94%, exceeding the target of 80%.

Implementing the plan of action to emphasize the importance of strong content development skills resulted in all three students rating SLO 4 as a 4/5, resulting in 4/5 (80%) of those surveyed indicating they agreed that the curriculum prepared them to gather and critically analyze diverse source material.

Plan of action moving forward: Faculty will continue to emphasize the importance of strong visual communication components and their ability to help or hinder a presentation.

Faculty will continue to monitor trends in social media usage and popular visual aesthetic to incorporate these elements into COMM 3260 curriculum. Additionally, faculty will continue to require students to create visual material for various types of social media (multiple channels, varying formats, etc.) to ensure that students understand which visual elements are most successful in specific contexts.

Faculty across the curriculum must continue to place a focus on creating effective visual content. Overall, students demonstrated an ability to develop visual content for an entry-level communication professional.

Faculty will continue to evaluate course content, identify specific areas of weakness, and craft lessons that will address emphasize the importance of strong content development skills.

Faculty will continue to discuss the importance of strong sourcing with students in addition to crafting specific assignments to help students develop analytical skills that will allow them to evaluate the strength of source material.

Faculty across the curriculum must ensure that research and analyzing sources are emphasizes in all courses to strengthen student competence in this area. Overall, students demonstrated an ability to evaluate source material for an entry-level communication professional.

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Faculty will continue to evaluate course content, identify specific areas of weakness, and craft lessons that will address emphasize the importance of strong sourcing skills.

SLO 5

Comprehensive summary of key evidence of improvements based on analysis of results: Implementing the plan of action to emphasize the importance of attendance and preparedness to facilitate effective learning resulted in an average score of 75.57%, exceeding the target of 70%.

Implementing the plan of action to emphasize the importance of strong writing skills resulted in an average score of 100%, exceeding the target of 80%.

Implementing the plan of action to emphasize the importance of legal and ethical principles resulted in one student rating the SLO as 5/5 (strongly agree), one rating it 4/5 (agree), and one rating it 3/5 for an average of 4/5 or 80% of those surveyed indicating they agreed that the curriculum prepared them to apply legal and ethical principles.

Plan of action moving forward: Faculty will continue to emphasize law and ethics not only in COMM 2040, but in all COMM core classes when applicable to reinforce important concepts across the curriculum in these areas of study. The instructor will continue to address attendance and class preparedness via methods outlined in his syllabus and pop quizzes.

Faculty across the curriculum must continue to address legal and ethical considerations as appropriate in COMM courses. Overall, students demonstrated an ability to apply legal and ethical principles for an entry-level communication professional.

Faculty will continue to evaluate course content, identify specific areas of weakness, and craft lessons that will address emphasize the importance of legal and ethical principles.

SLO 6

Comprehensive summary of key evidence of improvements based on analysis of results: Implementing the plan of action to emphasize the influence of media and current technologies resulted in an average grade of 92.5% on the assessment assignment and an average of 91.2% on the final paper, both exceeding the target of 70%.

Implementing the plan of action to emphasize learning in media technologies and their influences on culture resulted in an average score of 72.27%, not meeting the target of 80%.

AY 2017-2018 Assessment

Implementing the plan of action to emphasize the importance of understanding current media technologies resulted in an average score of 97%, exceeding the target of 80%.

Implementing the plan of action to emphasize the importance of strong media technology skills resulted in two students rating SLO 6 as a 4/5, and one student rating SLO 6 as a 3/5, resulting in an average of 3.67/5 (73.4%) of those surveyed indicating they agreed that the curriculum prepared them to use current media technologies.

Plan of action moving forward: The instructor will monitor students' inappropriate use of social media during class and help them understand via discussion and assignments that social media can be an appropriate tool for communication professionals when used appropriately. He will also emphasize legal and ethical issues that arise with social media usage to COMM 2020 students.

Faculty will re-evaluate assignments used to teach students about media technologies and their influences on culture to ensure that they are structured as effectively as possible. Emphasis will be placed on assignment structures that engage students in a visual, auditory, and kinesthetic format.

Faculty across the curriculum must continue to place a focus on understanding media technologies, especially because this type of technology evolves at a rapid pace. Overall, students demonstrated an ability to use new media technologies for an entry-level communication professional.

Review curriculum with faculty to ensure the curriculum is continually refreshed to incorporate new media technologies. Additionally, students must be encouraged to participate in student media and department practicum opportunities to practice the skills associated with this SLO.