

Bachelor of Arts in Communication

College: Arts and Sciences

Prepared by: Dr. Paula Furr, Department Head

Date: 7/1/2019

Approved by: Dr. Greg Handel, Dean

Date: 7/15/2019

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

Assessment Methodology: A table below outlines the assessment process for the Communication undergraduate program.

- Faculty and Department Head meet during on-call week each fall and spring semesters to review assessment plan and measurements. Rubrics, rating

Assessment Cycle AY 2018-2019

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

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 of writing clearly and correctly. The signature assessment for this course is a test given at both the beginning and the end of the semester. The test identifies components of writing that are vital to the success of a communications

Assessment Cycle AY 2018-2019

professional. Students will be expected to demonstrate strong comprehension of these concepts in future required classes, specifically COMM 2510.

Target: 70% of possible points

Finding: Target met. Students scored an average of 70%, meeting the acceptable target.

Analysis: In AY 2017-18, the target was not met. Students continued to demonstrate growth in COMM 1040, earning an average post-test score of 69% after scoring an average of 58% on the initial pre-test. While this did 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.

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.

In AY 2018-19, the initial testing average was 59%. The second testing average was 70%. This meets the acceptable target.

The analysis reflects growth in student learning as a result 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.

Implementing the plan of action from AY 2017-18 provides evidence of student learning based on the analysis of this year's result.

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.

Decision: Based on the analysis of the results from AY 2018-2019, and to drive improvement, faculty will continue to evaluate course content, identify specific areas of weakness, and craft lessons that will address these areas. Already, students that have

Assessment Cycle AY 2018-2019

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.

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: Target met. Average test score was 71.5%, exceeding the goal of 70%.

Analysis: In AY 2017 – 18, the target was met. The department required students to complete/test out of COMM 1040 and incorporated specific writing activities based on weaknesses indicated by previous students. In AY 2018 – 19 (fall), some students continue to demonstrate serious difficulty with mastering basic writing skills. On average, students scored the following in three categories: 1) Punctuation, Spelling, Grammar 7.2/10 or 72%; 2) Organization 3.3/5 or 66%; 3) Clarity/Conciseness 7.3/10 or 73%. In AY 2018-19 (spring), some students still demonstrated difficulty mastering basic grammar (68%); however, when that average is combined with 1) Punctuation and Spelling, as is it was in the fall term, the students’ scores averaged 73%. In addition, students demonstrated competencies in 2) Organization 75%, and 3) Clarity/Conciseness 70%.

This academic year (2018-19), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 2510. Student scores exceeded the 70% target, indicating that student learning is taking place. The majority of the students who took COMM 2510 in the 2018-19 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.

Implementing the plan of action from AY 2017-18 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 71.% on the written test used to evaluate their skills. For the years AY 2017-2018 and AY 2018-2019, the composite average is 75%, exceeding the minimum 70%.

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

Assessment Cycle AY 2018-2019

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.

Decision: Based on the analysis of the results from AY 2018-2019, and to drive improvement, 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.

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 practice, obligations and ethics of Journalism in American society. Students were challenged to understand and think and understand the evolution of America's of free speech and press traditions.

Target: 70% of possible points

Findings: Target met on 4 out of 5 assessment assignments

Analysis: In AY 2017-2018, the target was met on 1 of 3 assignments. This lecture-discussion course concentrated on major ideas and themes concerning the press and media and is not a writing course per se. What appears to be indicated by the above test scores and averages is that students, when given an opportunity to proofread their work, tend to perform better than in a testing situation, which asks them to identify problems within a sentence. Nevertheless, it is concerning that students demonstrated a difficult time identifying basic sentence structure problems.

Essay on The First Amendment. Students were to write a thoughtful, cogent essay about the evolution of the First Amendment and its place in a democratic society, especially as it concerns journalism and other forms of media. Notably, the students were asked to provide evidence of their knowledge of the First Amendment's historical roots and how the First Amendment impacts their professional and personal lives. The course average was 18.20 out 25 points or 73%

Critical Self-Assessment. Students were to write a critical self-assessment outlining their core beliefs, biography, and ambitions. The essay was to include additional statements about their post-graduation goals and how they hope to achieve those ends. Overall, the course average was 21.26 out of 25 points or 85%. In addition, the students were scored on two areas: grammar/spelling and clarity of expression. Respectively, the class average was 76% for grammar/spelling and 86% for clarity of expression. This indicates that students could express themselves in meaningful ways but could not always use proper grammar, etc.

Critical Self-Assessment II. Students were to rewrite their original self-assessments, adding and refining the first essay. Overall, the class average was 85%, indicating little change from the first essay. As to grammar/spelling and clarity of expression, the class averaged 77% for the first and 82% on the second. These scores indicated a slight improvement for grammar/spelling but a drop for clarity of expression.

Student Exit Exam: The final student exit exam tested students on the following writing components: subject-verb agreement, correct/proper usage, run-sentences. On average, students indicated a 62% average on their ability to identify problems with subject-verb agreement. As to correct/proper usage, the scores indicate a 61% average. Finally, as it concerned the identification of run-on sentences, student scores averaged 58%.

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

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

Findings: Target met.

Analysis: In AY 2017-2018 the target was met. Overall, students demonstrated an ability to write clearly and correctly for an entry-level communication professional. In the Fall 2018 semester, students completed the internship. For SLO1, 6 received a score of 5, and 1 received a score of 4, with an average of 4.85 or "good." In the Spring 2019 semester, eleven students completed the internship. For SLO1, 8 received a score of 5, 2 received a score of 4, and 1 a score of 3 with an average of 4.27 or "good."

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty across the curriculum will place a focus on writing. The supervisor's evaluation form for this course was revised for Fall 2017 so it ties specifically to each of the Student Learning Outcomes. The department will revise assessments to meet QEP guidelines in Fall 2019.

Measure: 1.2. (Indirect)

Students scheduled to graduate in Fall 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 7 potential Communication graduates, of whom 4 responded for a 57% response rate.

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: Target not met.

Analysis: In AY 2017-2018 the target was not met. During the past four years, graduating seniors who completed the survey have indicated they agreed the curriculum prepared them to write. This academic year (2018-19), 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. In AY 2016 – 2017, 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. In AY 2017 – 2018, 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.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will stress the importance of strong writing skills across the COMM curriculum. Faculty will be encouraged to meet to review writing assignments and assessments in their courses. Completing the survey will be incorporated in the capstone course, COMM 4700, as part of the department's QEP and to ensure a higher completion rate.

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 one of two Freshman Interest Group (FIG) section during the Fall 2018 semester. These are the sections 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)

Assessment Cycle AY 2018-2019

- 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)
- 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: Target met.

Assessment Cycle AY 2018-2019

Analysis: In AY 201-2018 the target was met. For both sections of Fall 2018 FIG, students achieved an overall average of 4.67/5 or 93.35% in rubric categories associated with speaking clearly and correctly in presentations (see above for rubric category details). Students exceeded the acceptable target of 80% and are approaching the ideal target of 100%

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, 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.

COMM 4700:

Each student was required to prepare a presentation of their capstone portfolios and to present it to the class. Special emphasis was placed on their professional goals and objectives.

Target: 70% of possible points

Findings: Target met.

Analysis: In AY 2017-2018 the target was met. In general, the students showed poise and confidence in giving their presentations. However, some were not able to present for a full ten minutes. Overall, the class scored an average of 86%.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, the department will continue to reinforce skills learned in courses like COMM1010 and COMM2500 and to emphasize the importance of this SLO throughout a student's matriculation and provide opportunities for students to practice and improve their public speaking skills.

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: Target met.

Analysis: In AY 2017-2018 the target was met. The average for Spring 2019 decreased slightly from Fall 2018 with an average of 5 or "excellent." Nine students received a score of 5 and two a score of 4 for an average of 4.45 or "good." In Fall 2018, all 7 students received a score of 5 for an "excellent" rating.

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

Assessment Cycle AY 2018-2019

longer offered (organizational communication, rhetoric, and mass communication). Faculty across the curriculum must continue to place a focus on oral communication and presentation 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. The department will revise assessments to meet QEP guidelines in Fall 2019.

Measure: 2.2. (Indirect)

Students scheduled to graduate in Fall 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 seven potential Communication graduates Fall 2018. Four students responded for a 57% response rate.

Students scheduled to graduate in Spring 2019 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 11 potential Communication graduates. Five students responded for a 45% response rate.

Students were asked to rate from 1 (strongly disagree) to 5 (strongly agree) for 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.

Findings: Target not met.

Analysis: In AY 2017-2018 the target was not met. During the past four years of the survey's administration, graduating seniors have indicated they "agreed" overall the curriculum prepared them to speak clearly and correctly. The similar results since the 2016-17 academic year indicate student learning is occurring. Overall, students completing the survey indicated they agreed with this SLO. In AY 2016 -2017, 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). In AY 2017 – 2018, three students rated this SLO as 4/5 (agree). In Fall 2018, two students rated SLO1 as 5/5 and two a rating of 4/5 for a 4.5 average or "agree" that the curriculum prepared them to speak clearly and correctly. In Spring 2019, two students rated this SLO as 5/5, 2 rated it 4/5 and 1 a rating of 2/5 with an overall average of 4 or "agree." This rating decreased from the Fall 2018 average rating of 4.5.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will stress the importance of strong oral skills across the COMM curriculum. Faculty will be encouraged to meet to review assignments and assessments in their courses that require oral presentations. Completing the survey will be

incorporated in the capstone course, COMM 4700, as part of the department's QEP and to ensure a higher completion rate.

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 sections are taught in Fall 2018 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)
- 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: Target met.

Assessment Cycle AY 2018-2019

Analysis: In AY 2017-2018 the target was met. 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. The instructor worked with students throughout the semester, resulting in mastery of this SLO as demonstrated by the overall average for the final persuasive speech assignment. For both sections of the Fall 2018 FIG, students achieved an overall average of 4.8/5 or 96% in the presentation aid category. Students exceeded the acceptable target (80%) and are approaching the ideal target (100%).

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will continue to provide students with examples of effective and ineffective visual aids while encouraging them to be creative in developing meaningful visual support for their presentations.

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: Target met.

Analysis: In AY 2017-2018 the target was met. During academic year (2017-18), having implemented the previously stated plan of action, students exceeded 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.

This academic year (2018 – 19), students again exceeded the 80% target, indicating learning is taking place. Students earned an average project score of 86.8%.

Implementing the plan of action from AY 2017-18 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 86.8% on the project used to evaluate their visual element skills.

Assessment Cycle AY 2018-2019

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 faculty wanted to continue to emphasize.

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 86.8%, exceeding the target of 80%.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will maintain current efforts to teach students 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.

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.

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 (4/5).

Finding: Target met.

Analysis: In AY 2017-2018 the target was met. The average for Spring 2019 decreased slightly from the average of 5 in Fall 2019. In general, supervisors rated students as good in this overall skill. The curriculum has been 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). In Fall 2018, all 7 students received a score of 5, or excellent. In Spring 2019, nine students received a score of 5, 1 student was rated a 4, and 1 was rated a 3 for an overall average of 4.72 or "good."

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will continue to reinforce effective design and visual communication skills in the curriculum. The department will revise assessments to meet QEP guidelines in Fall 2019.

Measure: 3.2 (Indirect)

Students scheduled to graduate in Fall 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 seven potential Communication graduates for Fall 2018. Four students responded for a 57% 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: Target not met.

Analysis: In AY 2017-2018 the target was not met. During the past three years, graduating seniors who completed the survey have indicated they agreed the curriculum prepared them to create effective visual content.

The similar annual results indicate student learning is occurring. Student rated this SLO slightly lower than the 4.85 average in Fall 2018. During the past four years of the survey's administration, graduating seniors have indicated they "agreed" the curriculum prepared them to create effective visual content.

The similar annual results indicate student learning is occurring. In AY 2016 – 2017, 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%). In AY 2017 – 2018, 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%). In Fall 2018, two students rated this SLO as 5/5 (strongly agree), one rated it 4/5 (agree), and one rated it 3/5 (neither agree nor disagree) for an average of 4.25 (agree) (85%). In Spring 2019, two students rated SLO 3 as 5/5, 2 a rating of 4/5, and 1 a rating of 2/5 for an average of 4 or "agree."

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will meet to review assignments and assessments that require students to create visual content. Students across concentrations will be advised to include COMM 2530, Visual Communication; COMM 2610, Photojournalism; and COMM 2440, Video Production in their curriculum. Completing the survey should be incorporated in the capstone course, COMM 4700, as part of the department's QEP and to ensure a higher completion rate.

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

Findings: Target met.

Analysis: In AY 2017-2018 the target was met. Having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 2510, earning an average score of 77.85%. This exceeded the target of 70% and indicates that student learning is taking place. The majority 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 AY 2018-2019 (fall), and students, on average, had a score 76.5%. More specifically, students achieved the following average scores in the following two categories: 1) Story research and depth 7.6/10 or 76%; 2) Accuracy and sufficient attribution 7.7/10 or 77%.

In AY 2018-2019 (spring), students, on average, had a score of 74%. More specifically, students achieved the following average scores in the following two categories: 1) Story research and depth 74%; 2) Accuracy and sufficient attribution 77%.

Implementing the plan of action from AY 2017-18 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 74.75% on the writing assignment used to evaluate their skills.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will impart the importance of strong sourcing skills to COMM 2510 students through discussion and tailored assignments.

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

Assessment Cycle AY 2018-2019

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 practice, obligations and ethics of Journalism in American society. Students were challenged to understand and think and understand the evolution of America's of free speech and press traditions.

Target: 70% of possible points

Findings: Target met on four out of five assessment assignments.

Analysis: In AY 2017-2018 the target was not met. This lecture-discussion course concentrated on major ideas and themes concerning the press and media and is not a writing course per se. What appears to be indicated by the above test scores and averages is that students, when given an opportunity to proofread their work, tend to perform better than in a testing situation, which asks them to identify problems within a sentence. Nevertheless, it is concerning that students demonstrated a difficult time identifying basic sentence structure problems.

Essay on The First Amendment. Students were to write a thoughtful, cogent essay about the evolution of the First Amendment and its place in a democratic society, especially as it concerns journalism and other forms of media. Notably, the students were asked to provide evidence of their knowledge of the First Amendment's historical roots and how the First Amendment impacts their professional and personal lives. The course average was 18.20 out 25 points or 73%

Critical Self-Assessment. Students were to write a critical self-assessment outlining their core beliefs, biography, and ambitions. The essay was to include additional statements about their post-graduation goals and how they hope to achieve those ends. Overall, the course average was 21.26 out of 25 points or 85%. In addition, the students were scored on two areas: grammar/spelling and clarity of expression. Respectively, the class average was 76% for grammar/spelling and 86% for clarity of expression. This indicates that students could express themselves in meaningful ways but could not always use proper grammar, etc.

Critical Self-Assessment II. Students were to rewrite their original self-assessments, adding and refining the first essay. Overall, the class average was 85%, indicating little change from the first essay. As to grammar/spelling and clarity of expression, the class averaged 77% for the first and 82% on the second. These scores indicated a slight improvement for grammar/spelling but a drop for clarity of expression.

Student Exit Exam: The final student exit exam tested students on the following writing components: subject-verb agreement, correct/proper usage, run-sentences. On average, students indicated a 62% average on their ability to identify problems with subject-verb agreement. As to correct/proper usage, the scores indicate a 61%

Assessment Cycle AY 2018-2019

average. Finally, as it concerned the identification of run-on sentences, student scores averaged 58%.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, the department will stress good writing in all courses.

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 (4/5).

Findings: Target met.

Analysis: In AY 2017—2018 the target was met. The average decreased slightly from Fall 2018 with its 4.85 average. Overall, internship supervisors rated interns as good. However, this SLO and ensuring graduates can gather and critically analyze information will become even more important as the curriculum shifts back to its traditional journalism foundation.

In Fall 2018, six students received a score of 5, one student a score of 4, for an average of 4.85 or “good.” In Spring 2019, eight students received a score of 5, 1 student a score of 4, 1 student a score of 3 and 1 supervisor entered N/A for an average of 4.7 or “good.”

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will ensure that research and analyzing sources are emphasized in courses to strengthen student competence in this area. The department will revise assessments to meet QEP guidelines in Fall 2019.

Measure 4.2 (Indirect)

Students scheduled to graduate in Fall 2018 were surveyed on their perception of the department curriculum having taught them how to gather and analyze information from diverse sources. The 10-question survey was administered through SurveyMonkey and sent to the seven potential Communication graduates for Fall 2018. Four students responded for a 57% 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.

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

Findings: Target not met.

Assessment Cycle AY 2018-2019

Analysis: In AY 2017-2018 the target was not met. During the past three years, graduating seniors who completed the survey have indicated they agreed the curriculum prepared them to gather and critically analyze information from diverse sources. The similar annual results indicate student learning is occurring. In AY 2016 – 2017, 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%). In AY 2017 – 2018, all three responses rated this SLO as 4/5 (agree) for an average of 80%. In Fall 2018, two students rated this SLO as 5/5 (strongly agree), one rated it 4/5 (agree), and one rated it 3/5 (neither agree nor disagree) for an average of 4.25 (agree) (85%). In Spring 2019, three students rated SLO 4 as 5/5 and 2 a rating of 4/5 for an average of 4.6 or “agree.” This average increased from Fall 2018 rating of 4.25.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will meet to review assignments and assessments that require students to gather and critically analyze information from diverse sources. Completing the survey will be incorporated in the capstone course, COMM 4700, as part of the department’s QEP and to ensure a higher completion rate.

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 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: Target met.

Analysis: In AY 2017-2018 the target was met. In AY 2018-19, the target of a 70% average on the writing test was achieved as the class scored an average of 72.73%. 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

Assessment Cycle AY 2018-2019

throughout the semester to motivate students to come to class prepared. The analysis of the 72.73% achievement for this SLO indicates that student learning did take place but can improve with continued course content refinement.

This academic year (2018-19), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 2040, earning an average test score of 72.72%. This is slightly lower than 2017-18 academic year but indicates that student learning is taking place. The instructor noted an improvement in completion of assigned readings despite the fact that 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 AY 2017- 18, communication law was incorporated into classes outside of COMM 2040 to provide emphasis to students. In AY 2016 – 2017, students achieved an average score of 74.22%, exceeding the target of 70%. In AY 2017 – 2018, students achieved an average score of 75.57%, exceeding the target of 70%. In AY 2018 – 2019, students achieved an average score of 72.73%, exceeding the target of 70%.

Implementing the plan of action from AY 2018-19 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.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will impart the importance of law and ethics to COMM 2040 students. The instructor will be strictly following the attendance policy outlined in his syllabus.

COMM 4700: The class concentrated on the importance of **The First Amendment** and discussed governmental, economic, social, and cultural controls on the media. Throughout the term, the class discussed the importance of good ethical judgment and how media practitioners must adhere to this. In addition, the class discussed how media represent individuals, groups, cultures, etc.

Target: 70% of possible points

Findings: Target met.

Analysis: In AY 2017-2018 the target was met on an Essay on The First Ammendment and not met on an Essay on "Spotlight". Overall, students demonstrated an interest in media history, current events, and the news media. However, they, in general, failed to grasp the more significant role journalism plays in a democracy. They also failed to understand how media impacts their lives.

Student Exit Exam: The exit exam also asked students about proper media and journalistic practice. On averages, students understood plagiarism and proper attribution, and the class averaged 88% on questions concerning these concepts. In addition, the class average for questions concerning general news practice was 83%.

Essay on The First Amendment. Students were to write a thoughtful, cogent essay about the evolution of the First Amendment and its place in a democratic society, especially as it concerns journalism and other forms of media. Notably, the students were asked to provide evidence of their knowledge of the First Amendment's historical roots and how the First Amendment impacts their professional and personal lives. The course average was 18.20 out 25 points or 73%

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, 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: Target met.

Analysis: In AY 2017-2018 the target was met. The average for this SLO decreased slightly from the Fall 2018 average of 4.85. 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 legal and ethical principles occurs across the curriculum. In Fall 2018, six students received a score of 5, or excellent, and one a score of 4, or good, for an average of 4.85 or "good." In Spring 2019, nine students received a score of 5, or excellent; 1 a score of 4, or good; and 1 a score of 3 or fair; 1 supervisor rated the category N/A for an average of 4.7 or "good."

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will review courses to ensure legal and ethical considerations are addressed as appropriate in courses. The department will propose a revision to the current Media Law course, COMM 2040, to become Media Law and Ethics. The department will revise assessments to meet QEP guidelines in Fall 2019.

Measure 5.2 (Indirect)

Students scheduled to graduate in Fall 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

Assessment Cycle AY 2018-2019

SurveyMonkey and sent to the seven potential Communication graduates for Fall 2018. Four students responded for a 57% 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: Target not met.

Analysis: In AY 2017-2018 the target was not met. During the past four years of the survey's administration, the overall average for this SLO indicates graduating seniors "agree" the curriculum prepared them to understand and apply legal and ethical principles related to communication. However, this SLO needs more faculty attention and reinforcement across the curriculum. The department submitted to CRC a revised course and catalog description for the required COMM 2040, Media Law, for majors and minors to be Media Law and Ethics. The revised course will be offered Fall 2019.

In AY 2016 – 2017, two students rated this SLO as 5/5 and five rated it as 4/5 for an average of 4.3 (86%). In 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%. In Fall 2018, two students rated SLO1 as 5/5 and two a rating of 4/5 for a 4.5 average or "agree" that the curriculum prepared them to understand and apply legal and ethical principles. In Spring 2019, two students rated SLO 5 as 5/5, 2 as 4/5, and 1 as 1/5 for an average of 3.8 or "neither agree nor disagree." This average decreased from the Fall 2018 average of 4.5

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will meet to review assignments and assessments that require students to understand and apply legal and ethical principles related to communication. Completing the survey will be incorporated in the capstone course, COMM 4700, as part of the department's QEP and to ensure a higher completion rate.

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 completed an assessment assignment which was an inquiry and self-assessment about their attachment to and use of social media

Assessment Cycle AY 2018-2019

to access media related information, and a final paper related to understanding media technologies and their potential influence on society and culture.

Target: 70% of possible points

Findings: Target met.

Analysis: In AY 2017-2018 the target was met. In AY 2018-19, the target of a 70% average on both the assessment assignment and final paper was achieved as the class scored an average of 90.3% on the assessment assignment and an average of 91.03% on the final paper. The instructor noted that students seemed to have an addictive relationship with social media, motivating them to explore that relationship and its effect on our/their culture. The instructor planned to monitor social media use in class to help students understand when it was inappropriate to access during class and/or during in-class group projects, as well as how social media and technology can be used as a critical tool for accessing information regarding mass media. The analysis of the 91.165% achievement for this SLO indicates that student learning did take place but can improve with continued course content refinement.

This academic year (2018-19), having implemented the previously stated plan of action, students continued to demonstrate a stable performance in COMM 2020, earning an average score of 90.3% on the assessment assignment (an increase of .7% from 2017-2018) and 92.5% on the final paper (and increase of .9% from 2017-2018). This is an indication from the 2018-19 academic year 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, most for even a day. Several suggested they could attempt to do without social media for up to a week but no more. Two noted they could give it up for a month. They also said they hadn't thought about nor tried to refrain from using social media, mainly because it was part of their lifestyle. Therefore, they simply didn't know what the impact would be. Two students 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 unprotected information available on it. They also noted that information from social media was not a primary or secondary source when using information from it to write and develop a story or paper for a class assignment. They also noted it may not be reliable. Some stated they hadn't given much thought to how accurate information on social media was but didn't think it could be trusted.

Implementing the plan of action from AY 2018-19 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 90.3% (an increase of .7% from 2017-2018) on the assessment assignment and an average of 92.5% (an increase of .9% from 2017-2018) on the final paper that were both used to evaluate their skills.

Assessment Cycle AY 2018-2019

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, 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 and with good judgement. He will also continue to emphasize legal and ethical issues that arise with social media usage to COMM 2020 students.

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 complete a comprehensive final project that encompasses knowledge of current technologies, usage, and strategy.

Target: 80% of possible points

Findings: Target met.

Analysis: In AY 2017-2018 the target was not met. Students earned 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.

This academic year (2018-19), students did meet the target of 80% in COMM 3260, earning an average score of 81.5%. This indicates learning is taking place. Class structure this semester included more hands-on assignments requiring students to go out in the field to collect content. The instructor believes this helped to solidify social media concepts vital to the course. Students improved significantly in areas of attendance, teamwork, and attention to detail.

Implementing the plan of action from AY 2017-18 provides evidence of student learning. The target of 80% was met. Students scored an average of 81.5%.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will continue to incorporate project-style assignments involving real life clients 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. Collaboration with professional entities in need of social media content will contribute relevant experience as well.

COMM 4700: As a lecture-discussion or 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

Assessment Cycle AY 2018-2019

industry. However, the specific language of this SLO was not incorporated into student assessments.

Target: 70% of possible points.

Findings: Target met.

Analysis: In AY 2017-2018 the target was not measured. Students participating in this class were required to use computer and Internet technologies to complete and post assignments. No specific assessment was incorporated that included a rubric to assess this SLO; however, with the exception of one student, students demonstrated clear competencies in accessing the internet and other social media technologies in giving their oral presentations. In addition, a majority of these students presented video, audio, and online examples of their work. Overall, the course average for these presentations was 86%, which exceeds the 70% minimum.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will revise a student assignment assessment to ensure the specific language of the SLO is included.

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: Target met.

Analysis: In AY 2017-2018 the target was met. The overall average for this SLO decreased slightly from Fall 2018 and its average of 5 or “excellent.” COMM 3260, Reporting and Writing for New Media, has a focus on new media/social media skills. This course, no doubt, has helped students with this competency. Likewise, many students enroll in COMM 2440, Basic Video Production, which also enhances their technology knowledge. 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 new media technologies occurs across the curriculum. In Fall 2018, all 7 students received a score of 5, or “excellent.” In Spring 2019, nine students received a score of 5 or “excellent,” 1 a score of 4 or “good,” and 1 a score of 3 or “fair” for an average of 4.72 or “good.”

Decision: Based on the analysis of the AY 2018-2019 results, faculty will meet to review curriculum to ensure the curriculum adequately addresses new media/social media technologies and cultural influences. The department will revise assessments to meet QEP guidelines in Fall 2019.

Measure 6.2 (Indirect)

Students scheduled to graduate in Fall 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 seven potential Communication graduates for Fall 2018. Four students responded for a 57% 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: Target not met.

Analysis: In AY 2017-2018 the target was not met. During the past four years of the survey's administration, graduating seniors who completed the survey have indicated they "agreed" the curriculum prepared them to use current media technologies and understand their social and cultural influences. The similar annual results indicate student learning is occurring. In AY 2016 – 2017, 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%. In AY 2017 – 2018, 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. In Fall 2018, two students rated SLO 6 as 5/5 and two a rating of 4/5 for a 4.5 average or "agree" that the curriculum prepared them to use current media technologies and understand their social and cultural influences. In Spring 2019, two students rated SLO 6 as 5/5, 2 rated it 4/5, and 1 a rating of 2/5 for an average of 4 or "agree." This rating decreased from the Fall 2018 average of 4.5.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, faculty will meet to review assignments and assessments that require students to use current media technologies and understand their social and cultural influences. The department will continue to require all majors to complete COMM 2020, Mass Media and Society, which has a primary focus on historical and cultural media influences and COMM 3260, Social Media Management, which focuses on new technology platforms and social influence. Completing the survey should be incorporated in the capstone course, COMM 4700, as part of the department's QEP and to ensure a higher completion rate.

Comprehensive summary of key evidence of improvements based on analysis of results:

- The department required students to complete/test out of COMM 1040 and incorporated specific writing activities based on weaknesses indicated by previous students.

Assessment Cycle AY 2018-2019

- Instructors worked with students throughout the semester, resulting in mastery of SLO 3 as demonstrated by the overall average for the final persuasive speech assignment.
- Students worked in teams throughout the semester to gain experience creating and publishing engaging content with emphasis on the strength/power of visual content.
- 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).
- Instructors deducted points after a certain number of absences and to administer pop quizzes throughout the semester to motivate students to come to class prepared.
- Instructors of COMM 2020 monitored social media use in class to help students understand when it was inappropriate to access during class and/or during in-class group projects, as well as how social media and technology can be used as a critical tool for accessing information regarding mass media.
- COMM 3260 class structure this semester included more hands-on assignments requiring students to go out in the field to collect content.
- Faculty used assessment results from previous semesters to focus efforts toward addressing student weaknesses.
- Instructors implemented classwork and homework assignments specifically designed to address issues related to identifying appropriate source material.
- Core communication concepts were incorporated and emphasized throughout the curriculum (not just in specific classes) to indicate level of importance to students as well as to help them integrate knowledge of these concepts.
- Measurement tools were reviewed and updated by faculty to better serve students and faculty.

Plan of action moving forward:

- Completing the survey will be incorporated in the capstone course, COMM 4700, as part of the department's QEP and to ensure a higher completion rate.
- The department will continue to reinforce skills learned in courses like COMM1010 and COMM2500 and to emphasize the importance of SLO 2 throughout a student's matriculation and provide opportunities for students to

Assessment Cycle AY 2018-2019

practice and improve their public speaking skills.

- Faculty will continue to monitor trends in social media usage and popular visual aesthetic to incorporate these elements into COMM 3260 curriculum.
- Faculty will continue to provide students with examples of effective and ineffective visual aids while encouraging them to be creative in developing meaningful visual support for their presentations.
- Students across concentrations will be advised to include COMM 2530, Visual Communication; COMM 2610, Photojournalism; and COMM 2440, Video Production in their curriculum.
- Completing the survey for Measure 4.2 will be incorporated in the capstone course, COMM 4700, as part of the department's QEP and to ensure a higher completion rate.
- In COMM 3260, collaboration with professional entities in need of social media content will contribute relevant experience.
- Faculty will continue to evaluate course content, identify specific areas of weakness, and craft lessons that will address these areas.
- As a department, faculty will continue to track student progress to identify areas that require reinforcement
- Faculty will stay professionally involved in their areas of expertise to maintain an updated and current understanding of the industries in which they are educating students