

AC 2020-2021 Assessment

Bachelor of Arts in Communication

College: Arts and Sciences

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Northwestern State University Mission Statement: Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Arts and Sciences Mission Statement: 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 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

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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 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

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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.

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.

Measure 1.1: Students will write clearly and correctly. Using specified assessment assignments, students will establish clear and correct writing skills that adhere to formats and frameworks appropriate for communication professionals. Each COMM 1040 student is evaluated by taking a pre-test at the beginning of the semester and a post-test at the end of the semester to measure improvement. The test identifies components of writing that are vital to the success of a communications professional. Students will be expected to demonstrate strong comprehension of fundamentals of writing in future required classes, specifically COMM 2510. The target is to have all students attain a grade of 70% or higher.

COMM 1040, Writing Fundamentals for Communication Professionals, is an introductory writing course for communication majors targets improving the fundamentals of writing clearly and correctly.

Target: 70% of possible points

Finding: Target met.

Analysis: In AC 2019 – 2020, the target was met. Based on the analysis of AC 2019-2020 results, faculty evaluated course content, identified specific areas of weakness, and crafted lessons that addressed the students' challenges.

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As a result, in AC 2020-2021, the target was met. Students averaged a score of 86.3% on the post-test assignment. Students demonstrated growth in COMM 1040, earning an average post-test score of over 70% after scoring an average of 59% on the initial pre-test. 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.

Decision: In AC 2020-2021 the target was met. Based on the analysis of the results from AC 2020-2021, and to drive improvement in AC 2021-2022, faculty will build more real life examples of professional writing into the course to provide context and motivation to students while also increasing the amount of small writing activities students encounter throughout the semester. These assignments will build confidence and provide manageable pieces of student-created content for editing practice and skill-building.

Measure 1.2: The secondary assessment takes place via COMM 2510, Writing for Mass Media. 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 secondary assessment is a writing assignment administered at the conclusion of the semester.

Target: 70% of possible points

Findings: Target met.

Analysis: In AC 2019 – 2020, the target was met. Based on the analysis of AC 2019-2020 results faculty imparted the importance of strong writing skills to COMM 2510 students and managed 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.

As a result, in AC 2020 – 2021, the target was met. Having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 2510. The average assessment assignment score was 80%, exceeding the goal of 70%. Students struggled with the online format but showed increased enthusiasm for subject matter.

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 sufficiently prepared students to be more successful in COMM 2510.

Decision: In AC 2020-2021, the target was met. Based on the analysis of the results from AC 2020-2021, and to drive improvement in AC 2021-2022, faculty will review formats in which the class is offered, implement structures to support online success, and

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incorporate real-life examples of professional writing to build momentum of student enthusiasm.

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.

Measure 2.1. (Direct): The primary assessment for SLO 2 is the Persuasive Speech assignment administered via COMM 1010: Oral Communication. Freshman COMM majors were placed in a Freshman Interest Group (FIG) section during the Fall 2020 semester. 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: Target met.

Analysis: In AC 2019-2020, the target was met. Based on the analysis of AC 2019-2020 results, in AC 2020-2021, faculty emphasized 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.

As a result, in AC 2020-2021, the target was met. Students achieved an overall average of 4.58/5 or 91.6% 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: In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 results, and to drive improvement in AC 2021-2022, faculty will incorporate real-life examples of professional speaking into course activities to give students examples and context while also using writing activities to strengthen students' ability to construct and deliver cohesive presentations.

Meausure 2.2. (Direct): 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.

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Analysis: In AC 2019 – 2020, the target was met. Based on the analysis of AC 2019-2020 results in AC 2020 – 2021, 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.

As a result of these changes in AC 2020-2021, the target was met. Overall, the class scored an average of 89%.

Decision: Based on the analysis of the AC 2020-2021 results, and to drive improvement, in AC 2021-2022 the department will 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.

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

Course Map: Tied to course syllabus objectives.

Measure: 3.1 (Direct): 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 craft messaging based on their organization's needs and create a campaign to engage online users in supporting or sharing the campaign's messaging. This requires students to share messaging on multiple social media platforms (Facebook, Instagram) using tools taught in class (Canva, Facebook Analytics, Instagram Insights) to create effective content, including visual elements. Students submitted a campaign summary, which includes selecting and analyzing the most effective social media posts from the campaign.

Target: 80% of possible points

Findings: Target met.

Analysis: In AC 2019 - 2020, the target was met. Based on the analysis of the AC 2019-2020 results, in AC 2020-2021, focus on the elements of design and the varying functionality of visual components across multiple digital channels was added to this courses in an increased frequency.

As a result, in AC 2020-21, the target was met. Students scored an average of 90% on the engagement project assignment.

Decision: In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 results, and to drive improvement in AC 2021-2022, faculty will incorporate real-world examples of effective social media content while also educating students on the quickly changing social media standards.

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Measure 3.2 (Direct): In COMM 1010, students must produce and use an effective visual aid for the final speech, the persuasive speech. The FIG sections are taught in Fall 2020 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.

Analysis: In AC 2019-2020, the target was met. Based on the analysis of AC 2019-2020 results, in AC 2020-2021, faculty provided students with examples of effective and ineffective visual aids and encouraged them to be creative in developing meaningful visual support for their presentations.

As a result, in AC 2020-2021, the target was met. Students achieved an overall average of 4.68/5 or 93.6% in the presentation aid category. Students exceeded the acceptable target (80%) and approached the ideal target (100%).

Decision: In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 results, and to drive improvement in AC 2021-2022, faculty will provide critique of examples of effective and ineffective visual aids while encouraging them to be creative in developing meaningful visual support for their presentations.

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

Course Map: Tied to course syllabus objectives.

Measure 4.1 (Direct): To assess students' abilities to gather and critically analyze information, the signature assessment for Measure 4.1 is a writing 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.

Target: 70% of possible points

Findings: Target met.

Analysis: In AC 2019-2020, the target was met. Based on the analysis of AC 2019-2020 results, in AC 2020-2021, faculty emphasized the importance of strong sourcing skills to COMM 2510 students through discussion and tailored assignments.

As a result, in AC 2020-2021, the target was met. Students scored an average of 4.5/5 or 90% in the rubric category associated with gathering and analyzing source material.

Decision: In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 results, and to drive improvement in AC 2021-2022, faculty will emphasize the importance of strong sourcing skills to COMM 2510 students through discussion, examples, and critique.

Measure 4.2 (Direct): The capstone course is required of all graduating seniors majoring in Communication. 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.

Target: 70% of possible points

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

Analysis: In AC 2019-2020, the target was met on four out of five assessment assignments. Based on the analysis of AC 2019-2020 results, in AC 2020-2021, the department reviewed its curriculum to incorporate more research requirements as well as

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an increased number of learning opportunities for proper source citation occurring earlier in program courses.

As a result, in AC 2020-2021, the target was met on four out of five assessment assignments. 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. 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 19.7 out 25 points or 79%. Overall, students demonstrated basic skills about how to conduct research and critically analyze information. In addition, the research component of this assignment showed averaged 7.9 points out of 10 (or 79%), indicating basic research skills.

Decision: In AC 2020-2021, the target was met on four out of five assessment assignments. Based on the analysis of the AC 2020-2021 results, and to drive improvement in AC 2021-2022, the department will incorporate more research work and instruction on properly citing sources in courses occurring earlier in the program.

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

Course Map: Tied to course syllabus objectives.

Measure 5.1 (Direct): All communication majors are now required to take Media Law and Ethics, taught by Dr. Brian Gabriel. The signature assessment for this SLO is a final examination that evaluates the students understanding of legal and ethical principles involving journalists and strategic communications professionals. Each question on the final examination is linked directly to this SLO. In addition, a short research paper provides data on students' organizational, writing, and research skills.

Target: 70% of possible points

Findings: Target met.

Analysis: In AC 2019-2020, the target was met. Based on the analysis of AC 2019-2020 results, in AC 2020-2021, faculty imparted the importance of law and ethics to COMM 2040 students and improved their understanding of the U.S. Constitution. The course stressed the importance of conducting basic and proper sophomore-level research. Productive classroom practices (including attendance) were enforced.

As a result, in AC 2020-2021, the target was met. The composite score (fall/spring) on the course final exam was 74%. Concerning specific questions regarding First Amendment rights guaranteed under the Constitution, the composite score was 100%. However, students were able to identify the Constitution's basic as the 74% of two classes (fall/spring) answered this section of the final correctly. Other analysis indicates that

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students, overall, met the 70% SLO threshold of identifying seminal U.S. Supreme Court cases involving the First Amendment, scoring an average of 70%. An analysis of a short research paper indicated that students are showing some basic writing and research competencies, receiving a composite score (fall/spring) of 79%.

Decision: In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 results, and to drive improvement in AC 2021-2022, faculty will emphasize the importance of law and ethics to COMM 2040 students to improve their understanding of the U.S. Constitution and their fundamental First Amendment rights through discussion and practical application. The instructor will enforce the attendance policy outlined in the syllabus.

Measure 5.2 (Direct): All communication majors are required to register for this internship/seminar course as part of their capstone experience. Each student undertakes 150 hours of unpaid internship work under the direct supervision of a media professional. At the internship's end, the supervisor is provided an evaluation form that states "5. Understand and apply legal and ethical principles related to communication." The supervisor is asked to judge the student on a Likert scale of 1 to 5, with 1 indicating "weak" and 5 indicating "excellent." In AC 2020-21, 16 students completed their internships.

Target: Four out of five possible points (4/5) or 80%.

Findings: Target met.

Analysis: In AC 2019-2020 the target was met. Based on the analysis of AC 2019-2020 results, in AC 2020-2021, faculty reviewed advanced communications courses to ensure that practical experiences in navigated legal and ethical issues were incorporated into these courses to provide students with learning opportunities prior to embarking on their internship requirement.

As a result, in AC 2020-2021, the target was met. All 16 students on fall and spring internships earned an average score of five out of five from their supervisors (or 100%). This score indicates that the students are prepared to enter a professional environment with an understanding of these concepts.

Decision: In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 results, and to drive improvement in AC 2021-2022, faculty will review courses to ensure legal and ethical considerations are always addressed and reinforced as appropriate in courses.

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

Course Map: Tied to course syllabus objectives.

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Measure 6.1: Students in COMM 2020 completed an assessment assignment which was an inquiry and self-assessment about their attachment to and use of social media 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 AC 2019-2020, the target was met. Based on the analysis of AC 2019-2020 results, in AC 2020-2021, the instructor monitored students' inappropriate use of social media during class and helped them understand via discussion and assignments that social media can be an appropriate tool for communication professionals when used appropriately and with good judgement. The instructor also emphasized legal and ethical issues that arise with social media usage to COMM 2020 students.

As a result, in AC 2020-21, the target was met. Students scored an average of 20/20 or 100% on the inquiry/self-assessment score and an average of 91% on the final paper. Most students noted that they could function without social media but admitted to accessing social media several times a day. A few said that they were addicted to social media and did not believe they could function without it. Students took the assignment seriously as reflected in the quality and content in the papers.

Decision: In AC 2020-2021, the target was met. Based on the analysis of the AC 2020 - 2021 results, and to drive improvement in AC 2021-2022, the instructor will use a strong foundational structure to offer consistency and organization for students to combat stressful exterior factors. This will take the format of weekly assignments, group projects, and connecting the concepts of mass media to future careers.

Measure 6.2: This assessment measures students' abilities to use current media technologies correctly and effectively. Students are required to complete a comprehensive final project that encompasses knowledge of current social media technologies, usage, and strategy.

Target: 80% of possible points

Findings: Target met.

Analysis: In AC 2019 – 2020, the target was met. Based on the analysis of the AC 2019-2020 results, in AC 2020-2021, faculty provided students with additional organizational tools used to structure their project timelines, track results, and present final conclusions. This gave students more control over the scope of their project and resulted in high quality final products.

As a result, in AC 2020 – 2021, the target was met. Students exceeded the target with an average score of 91%.

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Decision: In AC 2020-2021 the target was met. Based on the analysis of the AC 2020-21 results, and to drive improvement in AC 2021-2022, faculty will incorporate new technologies that will assist students in quickly, effectively, and creatively developing content for publication on social media platforms.

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

- Faculty evaluated course content, identified specific areas of weakness, and crafted lessons that addressed the students' challenges.
- Faculty imparted the importance of strong writing skills to COMM 2510 students and managed 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.
- Faculty emphasized the importance of both correctly structured sentences as well as the power provided by the voice during a presentation.
- 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.
- Focus on the elements of design and the varying functionality of visual components across multiple digital channels was added in an increased frequency.
- Faculty provided students with examples of effective and ineffective visual aids and encouraged them to be creative in developing meaningful visual support for their presentations.
- Faculty emphasized the importance of strong sourcing skills to COMM 2510 students through discussion and tailored assignments.
- The department reviewed its curriculum to incorporate more research requirements as well as an increased number of learning opportunities for proper source citation occurring earlier in program courses.
- Faculty imparted the importance of law and ethics to COMM 2040 students and improved their understanding of the U.S. Constitution. The course stressed the importance of conducting basic and proper sophomore-level research. Productive classroom practices (including attendance) were enforced.
- Faculty reviewed advanced communications courses to ensure that practical experiences in navigated legal and ethical issues were incorporated into these courses to provide students with learning opportunities prior to embarking on their internship requirement.
- The instructor monitored students' inappropriate use of social media during class and helped them understand via discussion and assignments that social media

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can be an appropriate tool for communication professionals when used appropriately and with good judgement.

- The instructor emphasized legal and ethical issues that arise with social media usage to COMM 2020 students.
- Faculty provided students with additional organizational tools used to structure their project timelines, track results, and present final conclusions.

Plan of action moving forward:

- Faculty will build more real life examples of professional writing into the courses to provide context and motivation to students while also increasing the amount of small writing activities students encounter throughout the semester.
- Faculty will review formats in which classes are offered, implement structures to support online success, and incorporate real-life examples of professional writing to build momentum of student enthusiasm.
- Faculty will incorporate real-life examples of professional speaking into course activities to give students examples and context while also using writing activities to strengthen students' ability to construct and deliver cohesive presentations.
- The department will 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.
- Faculty will incorporate real-world examples of effective social media content while also educating students on the quickly changing social media standards.
- Faculty will provide critique of examples of effective and ineffective visual aids while encouraging them to be creative in developing meaningful visual support for their presentations.
- Faculty will emphasize the importance of strong sourcing skills to COMM 2510 students through discussion, examples, and critique.
- The department will incorporate more research work and instruction on properly citing sources in courses occurring earlier in the program.
- Faculty will emphasize the importance of law and ethics to COMM 2040 students to improve their understanding of the U.S. Constitution and their fundamental First Amendment rights through discussion and practical application.
- The instructors will enforce attendance policies outlined in the syllabus.
- Faculty will review courses to ensure legal and ethical considerations are always addressed and reinforced as appropriate in courses.
- Faculty will incorporate new technologies that will assist students in quickly, effectively, and creatively developing content for publication on social media platforms.

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- Faculty will use a strong foundational structure to offer consistency and organization for students to combat stressful exterior factors. This will take the format of weekly assignments, group projects, and connecting the concepts of mass media to future careers.