

AC 2022-2023 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.

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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 the assessment plan and measurements. Rubrics, rating scales, and other matters related to assessment tools are reviewed, revised, and implemented accordingly.

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- 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.

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 are 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 on the post-test assignment.

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

Target: All students attain a grade of at least 70% of possible points on the post-test assignment.

Finding: Target met.

Analysis: In AC 2021 – 2022, the target was met. Based on the analysis of AC 2021 – 2022, faculty incorporated lessons that specifically addressed the difference between

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content (subjective) and news (objective). An increase in media literacy and quality of writing was observed as a result of this information. Additionally, instructors emphasized the high cost of writing mistakes in the professional world to inspire a higher level of effort where it concerns attention to detail.

As a result, in AC 2022-2023, the target was met. COMM 1040 students scored an average of 88.2% on the post-test assignment. This represents a 17% improvement from the average pre-test score of 71.7%. This assessment covers parts of speech, subject-verb agreement, pronoun use, word choice, punctuation, and AP Style. Proficiency in these categories indicate that students are more prepared to take COMM 2510, the next course in the COMM core stack.

Decision: In AC 2022-2023 the target was met. Based on the analysis of the results from AC 2022-2023 and to drive improvement in AC 2023-2024, faculty will incorporate an increased number of applied writing activities alongside specific mechanics lessons to help students use their developed skills in a realistic and professional setting. Faculty will also expand on self-editing techniques currently being taught to increase their presence in the curriculum as these assignments appear to help students internalize and apply learned skills.

Measure 1.2: The secondary assessment takes place in COMM 2510, Writing for Mass Media. Required of all majors, the prerequisites for this course are ENGL 1010, ENGL 1020 and COMM 1040. All prerequisites must be passed with a grade of “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: All students are required to attain 70% of possible points on the writing assignment.

Findings: Target met.

Analysis: In AC 2021 – 2022, the target was met. Based on the analysis of AC 2021 – 2022, faculty collaborated with COMM 1040 instructors to effectively strategize the teaching of required concepts between the two courses as COMM 1040 is a pre-requisite for COMM 2510. Examples of current high-level public relations writing were also incorporated into the curriculum to provide students with context as they worked to create professional writing projects.

As a result, in AC 2022-2023, the target was met. Students scored an average of 79.5% on the writing assignment and, therefore, exceeded the target goal of 70%. Students struggled with independently collecting information, identifying news items, and formatting public relations pieces.

Decision: In AC 2022-2023, the target was met. Based on the analysis of the results from AC 2022-2023 and to drive improvement in AC 2023-2024, faculty will incorporate

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additional opportunities for practical application in both news and public relations settings to better prepare students for COMM 2510 assignments.

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

Course Map: Tied to course syllabus objectives.

Measure 2.1. (Direct): The primary assessment for SLO 2 is the Persuasive Speech assignment administered in COMM 1010: Oral Communication. Freshman COMM majors were placed in a Freshman Interest Group (FIG) section of COMM1010 during the Fall 2022 semester. Students were graded in two specific rubric categories (Language/Fluency and Voice) 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: All students earn 80% of possible points on the assignment

Findings: Target met.

Analysis: In AC 2021 – 2022, the target was met. Based on the analysis of AC 2021 – 2022 results, faculty included activities that allowed students to practice choosing concise speaking structure and effective word choice.

As a result, in AC 2022-2023, the target was met. Students scored an average of 91.4% in the Language/Fluency category and an average of 100% in the Voice category on the Persuasive Speech assignment. This assignment is the third and final speech assignment in the course, thereby demonstrating the highest level of skill developed during the semester.

Decision: In AC 2022 - 2023, the target was met. Based on the analysis of the AC 2022-2023 results and to drive improvement in AC 2023-2024, faculty will include examples of high quality speeches that demonstrate fluent language and powerful voice in multiple public speaking scenarios.

Measure 2.2. (Direct): Each student is required to prepare a presentation of their capstone portfolios and to present it to the class. Special emphasis is placed on their professional goals and objectives.

Target: Each student earns 70% of possible points on the assignment

Findings: Target met.

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Analysis: In AC 2021 – 2022, the target was met. Faculty ensured students encountered multiple opportunities to professionally present material prior to arriving in COMM 4700 in both COMM core classes as well as COMM concentration classes.

As a result, in AC 2022-2023, the target was met. Students scored an average of 74.5% on this assessment.

Decision: In AC 2022 - 2023, the target was met. Based on the analysis of the AC 2022-2023 results and to drive improvement in AC 2023-2024, faculty will emphasize the relationship between effective presentations and preparation/organization of material.

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, Twitter) using tools taught in class (Canva, Facebook Analytics, Instagram Insights) to create effective content, including visual elements. Students submit a campaign summary which includes selecting and analyzing the most effective social media posts from the campaign.

Target: All students earn 80% of possible points on the assignment

Findings: Target met.

Analysis: In AC 2021 – 2022, the target was met. Based on the analysis of the 2021 – 2022 results, faculty included history of design elements in lessons to assist students in creating innovative design work that also used design evolution to strengthen the quality of their work.

As a result, in AC 2022 – 2023, the target was met. Students scored an average of 92% on this assessment. As the demand for visual content grows and diversifies in format, this project becomes more relevant each semester. Careers in the communications field are continuously expanding their boundaries to require visual design skills in almost all disciplines where social media, digital design, and traditional print design are involved.

Decision: In AC 2022 - 2023, the target was met. Based on the analysis of the AC 2022-2023 results and to drive improvement in AC 2023-2024, faculty will incorporate examples of design that cover the quickly growing and rapidly changing field of visual design to keep students' skill sets up-to-date.

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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 semester only. Speeches are graded using a standard course rubric including a specific rubric category (Presentation Aid) 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: All students earn 80% of possible points on the assignment

Findings: Target met.

Analysis: In AC 2021 – 2022, the target was met. Based on the analysis of AC 2021 – 2022 results, faculty emphasized the importance of visual aids by providing specific examples of speeches, some with visual aids and some without. This comparison highlighted the power of visual aids when presenting to an audience.

As a result, in AC 2022 – 2023, the target was met. Students scored an average of 92.8% on this assessment. This year, we saw an increase in the creativity of the visual appearance of presentation aids as well as more programs being used beyond just Microsoft Powerpoint. As other applications have entered the market and offered intuitive design resources to students (ex. Canva), it is our belief that it is easier for students to access software to create presentation aids. These programs also offer a more modern

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and diverse array of design elements, which also contributes to the increased frequency of completion and quality of the presentation aids.

Decision: In AC 2022 – 2023, the target was met. Based on the analysis of the AC 2022-2023 results and to drive improvement in AC 2023-2024, faculty will incorporate examples that match the ever-increasing types of software and resources available (AI, machine learning, etc.) to creatively and responsibly create effective visual aid content.

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: All students will earn 70% of possible points on the assignment

Findings: Target met.

Analysis: In AC 2021 – 2022, the target was met. Based on the analysis of AC 2021 – 2022 results, faculty provided specific guidelines for assessing the quality of source materials. More opportunities to practice citing online source materials were also provided.

As a result, in AC 2022 – 2023, the target was met. Students scored an average of 82% on a rubric that assesses 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.

Decision: In AC 2022 - 2023, the target was met. Based on the analysis of the AC 2022-2023 results and to drive improvement in AC 2023-2024, faculty will emphasize the importance of strong sourcing skills to COMM 2510 students through discussion, examples, and critique. The COMM 2510 curriculum will be expanded to include additional instruction regarding the definition of high quality sourcing and best practices to avoid plagiarizing online material.

Measure 4.2 (Direct): The capstone course is required of all graduating seniors majoring in Communication. The writing assignments requires more thought than recitation from the textbooks. Students are challenged to understand and think. To understand the evolution of the American tradition of free speech, much attention is given to the history

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of journalists, publications and movements such as Yellow Journalism and how propaganda is used to start wars and change public perception of social issues.

Target: All students earn 70% of possible points on the assignment

Findings: Target met.

Analysis: In AC 2021 – 2022, the target was met. Based on the analysis of AC 2021 – 2022 results, the department coordinated with faculty to include additional research assignments in both COMM core and COMM concentration classes to provide students with more opportunities to develop the quality of their research methods, citations, and source analysis.

As a result, in AC 2022 – 2023, the target was met. Students scored an average of 79.5% in the research category of a writing assignment about the evolution of the First Amendment and its place in a democratic society. The research completed by the students required them to demonstrate sourced knowledge regarding the historic roots of the First Amendment. Based on this research, students extrapolated to demonstrate understanding of how the First Amendment impacted their professional and personal lives.

Decision: In AC 2022 - 2023, the target was met. Based on the analysis of the AC 2022-2023 results and to drive improvement in AC 2023-2024, faculty will include assignments that require students to practice properly citing research sources in various formats.

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 required to take Media Law and Ethics. 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: All students earn 70% of possible points on the assignment

Findings: Target met.

Analysis: In AC 2021 – 2022, the target was met. Based on the analysis of 2021 – 2022 results, faculty emphasized the importance of law and ethics by incorporating more focus on the United States Constitution and the First Amendment. Attendance was also enforced according to policy outlined in the syllabus.

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As a result, in AC 2022 – 2023, the target was met. The composite score on the course final exam was 82.5%. Within this exam, specific questions were tied to the First Amendment and the five rights guaranteed under the Constitution. Responses to these questions also exceeded the target. Students scored an average of 96.5% in naming the five rights guaranteed under the Constitution. In identifying the Constitution's basic structure, 84% of students answered this question correctly. Additional analysis indicated that 76% of students correctly identified seminal U.S. Supreme Court cases involving the First Amendment. Students scored an average of 82% on a short research paper, indicating that students understand and can apply knowledge of legal and ethical concepts in addition to demonstrating basic writing and research skills.

Decision: In AC 2022 - 2023, the target was met. Based on the analysis of the AC 2022-2023 results and to drive improvement in AC 2023-2024, faculty will broaden their discussion of historic and integral legal and ethical concepts across the curriculum to develop understanding and application of these concepts in a modern context.

Measure 5.2 (Direct): All communication majors are required to register for the 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."

NOTE: In AC 2022-23, 20 students completed internships, but only 18 supervisors submitted evaluation forms. The scores that follow reflect the performance of those 18 students.

Target: All student will earn at least 90% (4.5/5) on the assessment

Findings: Target met.

Analysis: In AC 2021 – 2022, the target was met. Based on the analysis of AC 2021 – 2022 results, faculty reviewed courses to ensure legal and ethical considerations were always addressed and reinforced as appropriate in courses.

As a result, in AC 2022 – 2023, the target was met. Students scored an average of 4.83 (96.6%) in the category related to legal and ethical principles in communication. This score indicates that the students are prepared to enter a professional environment with a deep understanding of the role played by legal and ethical principles in the workplace.

Decision: In AC 2022 - 2023, the target was met. Based on the analysis of the AC 2022-2023 results and to drive improvement in AC 2023-2024, faculty will address and reinforce ethical and legal considerations across the curriculum, including the new territory that comes with advancing technology (artificial intelligence, machine learning, ChatGPT, etc.).

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

Course Map: Tied to course syllabus objectives.

Measure 6.1: Students in COMM 2020 complete an assessment assignment which is 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: All students earn at least 70% of possible points on the assignments

Findings: Target met.

Analysis: In AC 2021 – 2022, the target was met. Based on the analysis of AC 2021 – 2022 results, the instructor provided students with a framework to navigate the stresses of the digital world and the relationship that exists between the physical world and our digital space. This took place in both written and discussion formats.

As a result, in AC 2022 – 2023, the target was met. Students scored 89% on the assessment related to understanding media technologies and their potential influence on society and culture. As digital communication becomes more accessible each year and technology continues to advance in its capability, a dynamic understanding of this area is vital to the success of our students in the professional world.

Decision: In AC 2022 - 2023, the target was met. Based on the analysis of the AC 2022-2023 results and to drive improvement in AC 2023-2024, faculty will include discussion of artificial intelligence and machine learning in discussions of function in the digital world. The instructor will also monitor attendance and add additional encouragement for students to attend course meetings as this class is only taught in a face-to-face format.

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: Students earn at least 80% of possible points on the assignment

Findings: Target met.

Analysis: In AC 2021 – 2022, the target was met. Based on the analysis of the AC 2021 – 2022 results, faculty incorporated technologies for both creative content creation as well as strategic organization into an increased number of projects. This gives students multiple opportunities to interact with the software/technology before beginning their final

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assessment assignment, thereby increasing the quality of their final project based on experience.

As a result, in AC 2022 – 2023, the target was met. Students scored an average of 89.5% on this project. While students still need to work on professional presentation of final product (spelling, formatting, etc.), the creativity and expertise of social media applications continues in an upward trajectory.

Decision: In AC 2022 - 2023, the target was met. Based on the analysis of the AC 2022-2023 results and to drive improvement in AC 2023-2024, faculty will incorporate dynamic examples of content addressing advancing technology and emerging applications and bridge these learning experiences into a hands-on assignment format that has been an effective learning environment thus far.

Comprehensive summary of key evidence of improvements based on analysis of results. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2022-2023. These changes are based on the knowledge gained through the analysis of AC 2021-2022 results.

1.1: Faculty incorporated lessons that specifically addressed the difference between content (subjective) and news (objective). An increase in media literacy and quality of writing was observed as a result of this information. Additionally, instructors emphasized the high cost of writing mistakes in the professional world to inspire a higher level of effort where it concerns attention to detail.

1.2: Faculty collaborated with COMM 1040 instructor to effectively strategize teaching of required concepts between the two courses as COMM 1040 is a pre-requisite for COMM 2510.

2.1: Faculty included activities that allowed students to practice choosing concise speaking structure and effective word choice.

2.2: Faculty ensured students encountered multiple opportunities to professionally present material prior to arriving in COMM 4700 in both COMM core classes as well as COMM concentration classes.

3.1: Faculty included history of design elements in lessons to assist students in creating innovative design work that also uses design evolution to strengthen the quality of their work.

3.2: Faculty emphasized the importance of visual aids by providing specific examples of speeches, some with visual aids and some without. This comparison highlighted the power of visual aids when presenting to an audience.

4.1: Faculty provided specific guidelines for assessing the quality of source material. More opportunities to practice citing online source materials were also provided.

4.2: The department coordinated with faculty to include additional research assignments in both COMM core and COMM concentration classes to provide students with more

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opportunities to develop the quality of their research methods, citations, and source analysis.

5.1: Faculty emphasized the importance of law and ethics by incorporating more focus on the United States Constitution and the First Amendment. Attendance was also enforced according to policy outlined in the syllabus.

5.2: Faculty emphasized 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.

6.1: The instructor provided students with a framework to navigate the stresses of the digital world and the relationship that exists between the physical world and our digital space. This took place in discussion format as well as written assignment format.

6.2: Faculty incorporated technologies for both creative content creation as well as strategic organization into an increased number of projects.

Plan of action moving forward:

1.1: Faculty will incorporate an increased number of applied writing activities alongside specific mechanics lessons to help students use their developed skills in a realistic and professional setting. Faculty will also expand on self-editing techniques currently being taught to increase their presence in the curriculum as these assignments appear to help students internalize and apply learned skills.

1.2: Faculty will incorporate additional opportunities for practical application in both news and public relations settings to better prepare students for COMM 2510 assignments.

2.1: Faculty will include examples of high quality speeches that demonstrate fluent language and powerful voice in multiple public speaking scenarios.

2.2: Faculty will emphasize the relationship between effective presentations and preparation/organization of material.

3.1: Faculty will incorporate examples of design that cover the quickly growing and rapidly changing field of visual design to keep students' skill sets up-to-date.

3.2: Faculty will incorporate examples that match the ever-increasing types of software and resources available (AI, machine learning, etc.) to creatively and responsibly create effective visual aid content.

4.1: Faculty will emphasize the importance of strong sourcing skills to COMM 2510 students through discussion, examples, and critique. The COMM 2510 curriculum will be expanded to include additional instruction regarding the definition of high quality sourcing and best practices to avoid plagiarizing online material.

4.2: Faculty will include assignments that require students to practice properly citing research sources in various formats.

5.1: Faculty will broaden their discussion of historic and integral legal and ethical concepts across the curriculum to develop understanding and application of these concepts in a modern context.

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5.2: Faculty will address and reinforce ethical and legal considerations across the curriculum, including the new territory that comes with advancing technology (artificial intelligence, machine learning, ChatGPT, etc.).

6.1: Faculty will include discussion of artificial intelligence and machine learning in discussions of function in the digital world. The instructor will also monitor attendance and add additional encouragement for students to attend courses meetings as this class is only taught in a face-to-face format.

6.2: Faculty will incorporate dynamic examples of content addressing advancing technology and emerging applications and bridge these learning experiences into a hands-on assignment format that has been an effective learning environment thus far.