

Academic Cycle 2023-2024

Program: Bachelor of Arts (BA) in Communication (225)

Department of New Media, Journalism, and Communication Arts

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 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.

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

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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.

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: 100% of students earn $\geq 70\%$ of possible points on the assessment.

Finding: Target met.

Analysis: In AC 2022-2023, the target was met. The 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 because of this

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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.

Based on the analysis of the results from AC 2022-2023, the faculty implemented the following changes in AC 2023-2024. The faculty incorporated 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 also expanded on self-editing techniques currently being taught to increase their presence in the curriculum as these assignments seem to help students internalize and apply learned skills. The students still struggled with self-editing techniques.

As a result of these changes AC 2023-2024, the target was met. COMM 1040 students scored an average of 86.45% on the post-test assignment, a 9.68% improvement from the average pre-test score of 76.77%. This assessment covers parts of speech, subject-verb agreement, pronoun use, word choice, punctuation, and AP Style. Proficiency in these categories indicates that students are more prepared to take COMM 2510, the next course in this COMM core stack.

Decision: In AC 2023-2024, the target was met. Based on the AC 2023-2024 analysis results, the following changes will be made to drive improvement in AC 2024-2025. The faculty will diversify applied writing activities to include more opportunities for frequent writing practice. Faculty will also develop additional assignments that focus on self-editing techniques and offer opportunities for peer editing.

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: 100% of students earn $\geq 70\%$ of possible points on the assessment.

Findings: Target met.

Analysis: In AC 2022-2023, the target was met. The 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. Students struggled with independently collecting information, identifying news items, and formatting public relations pieces.

Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. The faculty incorporated additional opportunities for practical application in both news and public relations settings to better prepare students for

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COMM 2510 assignments. Students were most motivated to pitch their own ideas and offer each other feedback on possible story development or sources. Some students were challenged by how to consistently implement some media writing elements into practice in their original work. Examples included when and where to use certain types of leads and differentiating between organizational strategies used for hard news versus feature news. Students still struggled with independently collecting information.

As a result of these changes in AC 2023-2024, the target was met. Students scored an average of 75.6%, exceeding the target goal of 70%.

Decision: In AC 2023-2024, the target was met. Based on the AC 2023-2024 results analysis, the following changes will be made to drive improvement in AC 2024-2025. The faculty will incorporate additional original writing opportunities, enabling the students to confidently select and incorporate the writing elements that best help them develop and complete their final story assignments.

SLO 2. Communication majors 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 2023 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)

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- 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: 100% of students earn ≥80% of possible points on the assessment.

Findings: Target met.

Analysis: In AC 2022 - 2023, the target was met. The faculty included activities that allowed students to practice choosing concise speaking structure and effective word choice.

Based on the AC 2022-2023 analysis results, the faculty implemented the following changes in AC 2023-2024. The faculty included examples of high-quality speeches that demonstrated fluent language and powerful voice in multiple public speaking scenarios. The students still struggled with fluent verbal skills based on their reading and writing.

As a result of these changes in AC 2023-2024, the target was met. Students scored an average of 96.67% in the Language/Fluency category and an average of 96.67% in the Voice category on the Persuasive Speech assignment. This represents the third and final

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speech assignment in the course, thereby demonstrating the highest level of skill developed during the semester.

Decision: In AC 2023 - 2024, the target was met. Based on the AC 2023-2024 analysis results, the following changes will be made to drive improvement in AC 2024-2025. The faculty will incorporate activities that involve reading, writing, and speaking to strengthen the connection between solid writing skills and fluent verbal skills.

Measure 2.2. (Direct): Each student was 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: 100% of students earn $\geq 80\%$ of possible points on the assessment.

Findings: Target met.

Analysis: In AC 2022 - 2023, 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.

Based on the AC 2022-2023 analysis results, the faculty implemented the following changes in AC 2023-2024. The faculty emphasized the relationship between effective presentations and the preparation/organization of material. Students used organizational skills and timeline development strategies learned in earlier semester assignments to create high-quality presentations for their final assignment of the semester. Some students still needed to work on reviewing their work for typos and other similar errors.

As a result of these changes in AC 2023-2024, the target was met. Students scored an average of 92% on this assessment.

Decision: In AC 2023 - 2024, the target was met. Based on the AC 2023-2024 analysis results, the following changes will be made to drive improvement in AC 2024-2025. The faculty will incorporate more opportunities for presentation aid construction and include additional examples of various strategies for showcasing information.

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 in COMM 3260. 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

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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: 100% of students earn $\geq 80\%$ of possible points on the assessment.

Findings: Target met.

Analysis: In AC 2022 - 2023, the target was met. The faculty included a 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.

Based on the AC 2022-2023 analysis results, the faculty implemented the following changes in AC 2023-2024. The faculty incorporated examples of design that cover the quickly growing and rapidly changing field of visual design to keep students' skill sets up-to-date. As the demand for visual content grew and diversified in format, this project became more relevant. Reels, or short-form videos, took on a bigger role in the last few semesters, resulting in course content focusing on video planning, filming, producing, and publishing more so than static photo content as in the past. This was evidence of our course adjusting to suit the demands of the current professional landscape in the social media/content creation industry. Students still struggled with proper video content suited for social media platforms.

As a result of these changes in AC 2023 – 2024, the target was met. Students scored an average of 94% on this assessment.

Decision: In AC 2023 - 2024, the target was met. Based on the AC 2023-2024 analysis results, the faculty will implement the following changes to drive improvement in AC 2024-2025. The faculty will include additional examples of effective visual content, emphasize the importance of adjusting content format to industry shifts, and create space for further exploration of video content suited for social media platforms.

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 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 the ability to use varied presentation strategies for an appropriate, respectful presentation. Speakers can adapt to unexpected circumstances affecting the 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 the ability to use varied presentation strategies for an appropriate, respectful presentation. Speaker can adapt to unexpected circumstances affecting the use of aid. (4)

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- There is adequate design and/or use of aid to support verbal message. Aid clarifies verbal message. The speaker demonstrates the ability to use a presentation strategy for an appropriate, respectful presentation. Speakers can adapt to unexpected circumstances affecting the use of aid. (3)
- There is limited use and/or somewhat adequate design of presentation aid. The speaker does not demonstrate the ability to support or enhance verbal message. Aid is not always used at the appropriate time. The 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. The speaker is uncomfortable with presentation media/technology. (1)
- There is no presentation aid used to support verbal message. (0)

Target: 100% of students earn $\geq 80\%$ of possible points on the assessment.

Findings: Target met.

Analysis: In AC 2023 – 2024, the target was met. The 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.

Based on the AC 2022-2023 analysis results, the faculty implemented the following changes in AC 2023-2024. The faculty incorporated 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. Faculty saw students choosing programs other than Microsoft PowerPoint to create their presentation aids. Canva was a popular choice and appeared to give students access to a wide variety of high-quality visual elements to incorporate into their work. Aesthetically, they achieved a high level of success. At times, students struggled with discerning which information needed to be included in the presentation aid and which did not. Some included too much, while others included too little, but they still were successful in creating effective presentation aids.

As a result of these changes in AC 2023 – 2024, the target was met. Students scored an average of 100% on this assessment.

Decision: In AC 2023 – 2024, the target was met. Based on the AC 2023-2024 analysis results, the following changes will be made to drive improvement in AC 2024-2025. The faculty will provide opportunities for students to practice distributing information to its correct placement in the overall speech, making presentation aids even more effective.

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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: 100% of students earn $\geq 70\%$ of possible points on the assessment.

Findings: Target met.

Analysis: In AC 2022 - 2023, the target was met. The faculty provided specific guidelines for assessing the quality of source materials. More opportunities to practice citing materials from online sources were also provided.

Based on the AC 2022-2023 analysis results, the faculty implemented the following changes in AC 2023-2024. The faculty emphasized the importance of strong sourcing skills to COMM 2510 students through discussion, examples, and critique. The COMM 2510 curriculum was expanded to include additional instruction regarding the definition of high-quality sourcing and best practices to avoid plagiarizing online material. The students still struggled with proof-reading materials prior to submission.

As a result of these changes in AC 2023 – 2024, the target was met. Students scored an average of 75% 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 2023-2024, the target was met. Based on the AC 2023-2024 analysis results, the following changes will be made to drive improvement in AC 2024-2025. The faculty will emphasize the importance of strong sourcing skills to COMM 2510 students through peer discussion and individual feedback.

Measure 4.2 (Direct): The capstone course is required of all graduating seniors majoring in communication. Students completed writing assignments throughout the semester, and frequently completed reflections about completed assignments to evaluate their preparation, execution, and presentation of finished products. This semester's sourcing assignment focused on researching fields of professional interest to the student and required a minimum of five sources.

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Target: 100% of students earn $\geq 70\%$ of possible points on the assessment.

Findings: Target met.

Analysis: In AC 2022 - 2023, the target was met. 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.

Based on the AC 2022-2023 analysis results, the faculty implemented the following changes in AC 2023-2024. The faculty included assignments that required students to practice properly citing research sources in various formats. Students still struggled with demonstrating their ability to collect information from multiple sources, determine the credibility of sources, and credit sources appropriately.

As a result of these changes in AC 2023 – 20234, the target was met. Students scored an average of 88.5% in the research category of this assignment.

Decision: In AC 2023 - 2024, the target was met. Based on the AC 2023-2024 analysis results, the following changes will be made to drive improvement in AC 2024-2025. The faculty will incorporate examples of modern-day usage of sourced research, thereby demonstrating its value beyond an academic setting. Additionally, faculty will introduce students to a diverse array of tools and implementation strategies to streamline the research process, so it is not perceived as such a daunting task.

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 evaluation that assesses the students' understanding of legal and ethical principles involving journalists and strategic communications professionals. Each project on the final provides data on students' organizational, writing, and research skills.

Target: 100% of students earn $\geq 70\%$ of possible points on the assessment.

Findings: Target met.

Analysis: In AC 2022 - 2023, the target was met. The 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 the policy outlined in the syllabus.

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Based on the AC 2022-2023 analysis results, the faculty implemented the following changes in AC 2023-2024. The faculty broadened their discussion of historic and integral legal and ethical concepts across the curriculum to develop an understanding and application of these concepts in a modern context. Students provided thoughtful responses that demonstrated their understanding of concepts taught throughout the course. Students struggled with the online format in some instances. There was also an opportunity to strengthen the connection between legal and ethical concepts and their implications in a quickly evolving, technology-focused world.

As a result, in AC 2023 – 2024, the target was met. The average score for this evaluation was 92.3%.

Decision: In AC 2023 - 2024, the target was met. Based on the AC 2023-2024 analysis results, the following changes will be made to drive improvement in AC 2024-2025. The faculty will increase the difficulty of practice assignments to strengthen understanding of course concepts to be applied in final evaluations.

Measure 5.2 (Direct): All communication majors are required to complete an 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 2023-24, 20 students completed internships.

Target: 100% of students earn an average of 4.8 out of 5 possible points (or 96%).

Findings: Target met.

Analysis: In AC 2022 - 2023, the target was met. The faculty reviewed courses to ensure legal and ethical considerations were always addressed and reinforced as appropriate in courses.

Based on the AC 2022-2023 analysis results, the faculty implemented the following changes in AC 2023-2024. The faculty addressed and reinforced ethical and legal considerations across the curriculum, including the new territory that comes with advancing technology (artificial intelligence, machine learning, ChatGPT, etc.). Students still struggled with the legal and ethical principles regarding the rapidly changing technology of today's society.

As a result of these changes in AC 2023 – 2024, the target was met. Students scored an average of 4.8 (96%) 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.

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Decision: In AC 2023 - 2024, the target was met. Based on the AC 2023-2024 analysis results, the following changes will be made to drive improvement in AC 2024-2025. The faculty will include diverse examples of legal and ethical situations that have emerged with the rapidly changing technology of today's society (example: TikTok ownership debate, use of copyrighted music on social media in stories, video content, etc.).

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 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: 100% of students earn $\geq 70\%$ of possible points on the assessment.

Findings: Target met.

Analysis: In AY 2022 - 2023, the target was met. 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.

Based on the AC 2022-2023 analysis results, the faculty implemented the following changes in AC 2023-2024. The faculty included a discussion of artificial intelligence and machine learning in discussions of functions in the digital world. Faculty also monitored attendance and added additional encouragement for students to attend course meetings as this class was only taught in a face-to-face format. They struggled with time management and estimating what constitutes an appropriate amount of preparation time, but course attendance was consistent.

As a result of these changes in AC 2023 – 2024, the target was met. Students scored an average of 97% on the assignment related to understanding media technologies and their influence on society and culture.

Decision: In AC 2023 - 2024, the target was met. Based on the AC 2023-2024 analysis results, the following changes will be made to drive improvement. The faculty will provide guidance to students to address time management issues. Also, faculty will review and update course items to include timely examples in our ever-changing world of communication to best prepare students for the professional environment.

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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: 100% of students earn ≥80% of possible points on the assessment.

Findings: Target met.

Analysis: In AC 2022 - 2023, the target was met. The faculty incorporated technologies for both creative content creation as well as strategic organization into an increased number of projects. This gave the students multiple opportunities to interact with the software/technology before they began their final assessment assignment, thereby increasing the quality of their final project based on experience.

Based on the AC 2022-2023 analysis results, faculty implemented the following changes in AC 2023-2024. The faculty incorporated dynamic examples of content addressing advancing technology and emerging applications and developed these learning experiences into a hands-on assignment format that had been an effective learning environment thus far. While students still needed to work on the professional presentation of the final product (spelling, formatting, etc.), the creativity and expertise of social media applications continued an upward trajectory. Students saw increasing possibilities for careers through social media (whether through their personal brand or an organization that may employ them) and began to treat their class assignments as opportunities for development in that context.

As a result of these changes in AC 2023 – 2024, the target was met. Students scored an average of 91.5% on this project.

Decision: In AC 2023 - 2024, the target was met. Based on the AC 2023-2024 analysis results, the following changes will be made to drive improvement in AC 2024-2025. The faculty will emphasize the vast array of opportunities available for career development through social media and provide relevant content examples that address changes in industry as well as new technology.

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 2023-2024. These changes are based on the knowledge gained through the AC 2022-2023 results analysis.

- In Measure 1.1, the faculty incorporated an increased number of applied writing activities alongside specific mechanics lessons to help students use their developed skills in a realistic and professional setting. The faculty also expanded on self-editing techniques currently being taught to increase their presence in the

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curriculum, as these assignments seemed to help students internalize and apply learned skills.

- In Measure 1.2, the faculty incorporated additional opportunities for practical application in both news and public relations settings to better prepare students for COMM 2510 assignments.
- In Measure 2.1, the faculty included examples of high-quality speeches that demonstrate fluent language and powerful voice in multiple public speaking scenarios.
- In Measure 2.2, the faculty emphasized the relationship between effective presentations and preparation/organization of material.
- In Measure 3.1, the faculty incorporated examples of design that cover the quickly growing and rapidly changing field of visual design to keep students' skill sets up-to-date.
- In Measure 3.2, the faculty incorporated 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.
- In Measure 4.1, the faculty emphasized the importance of strong sourcing skills to COMM 2510 students through discussion, examples, and critique. The COMM 2510 curriculum was expanded to include additional instruction regarding the definition of high-quality sourcing and best practices to avoid plagiarizing online material.
- In Measure 4.2, the faculty included assignments that required students to practice properly citing research sources in various formats.
- In Measure 5.1, the faculty broadened 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.
- In Measure 5.2, the faculty addressed and reinforced ethical and legal considerations across the curriculum, including the new territory that comes with advancing technology (artificial intelligence, machine learning, ChatGPT, etc.).
- In Measure 6.1, the faculty included discussion of artificial intelligence and machine learning in discussions of function in the digital world. The faculty also monitored attendance and added additional encouragement for students to attend course meetings as this class was only taught in a face-to-face format.
- In Measure 6.2, the faculty incorporated dynamic examples of content addressing advancing technology and emerging applications and developed these learning experiences into a hands-on assignment format that was an effective learning environment thus far.

Plan of action moving forward:

- 1.1: Faculty will diversify applied writing activities to include more opportunities for frequent writing practice. Faculty will also develop additional assignments that focus on self-editing techniques and offer opportunities for peer editing.

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- 1.2: Faculty will incorporate additional original writing opportunities, enabling them to confidently select and incorporate those elements that best help them develop and complete their final story assignments.
- 2.1: Faculty will incorporate activities that involve reading, writing, and speaking to strengthen the connection between solid written skills and fluent verbal skills.
- 2.2: Faculty will incorporate more opportunities for presentation aid construction and include additional examples of various strategies for showcasing information.
- 3.1: Faculty will include additional examples of effective visual content, emphasize the importance of adjusting content format to industry shifts, and create space for further exploration of video content suited for social media platforms.
- 3.2: Faculty will provide opportunities for students to practice distributing information to its correct placement in the overall speech, making presentation aids even more effective.
- 4.1: Faculty will emphasize the importance of strong sourcing skills to COMM 2510 students through peer discussion and individual feedback.
- 4.2: Faculty will incorporate examples of modern-day usage of sourced research, thereby demonstrating its value beyond an academic setting. Additionally, faculty will introduce students to a diverse array of tools and implementation strategies to streamline the research process, so it is not perceived as such a daunting task.
- 5.1: Faculty will increase the difficulty of practice assignments to strengthen understanding of course concepts to be applied in final evaluations.
- 5.2: Faculty will include diverse examples of legal and ethical situations that have emerged with the rapidly changing technology of today's society (example: TikTok ownership debate, use of copyrighted music on social media in stories, video content, etc.).
- 6.1: Faculty will provide guidance to students to address time management issues. Also, faculty will review and update course items to include timely examples in our ever-changing world of communication to best prepare students for the professional environment.
- 6.2: Faculty will emphasize the vast array of opportunities available for career development through social media and provide relevant content examples that address changes in the industry as well as new technology.