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.

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 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.

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: The class average assignment score is 70% or higher

Finding: Target met.

Academic Cycle 2024-2025

Analysis: In 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%. 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.

Based on the analysis of the results from AC 2023-2024, the faculty implemented the following changes in AC 2024-2025. Faculty diversified applied writing activities to include more opportunities for frequent writing practice. Faculty also developed additional assignments that focus on self-editing techniques and offered opportunities for peer editing. Students demonstrated an elevated interest in the value of clear, concise, and accurate communication compared to previous semesters and seemed to enjoy broadening their writing skillset to suit various formats/contexts.

As a result of these changes in AC 2024-2025, the target was met. COMM 1040 students scored an average of 89.1% on the post-test assignment, an 11.9% improvement from the average pre-test score of 79.6%. 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 and for which COMM 1040 is a prerequisite.

Decision: In AC 2024-2025, the target was met. Based on the AC 2024-2025 analysis results, the following changes will be made to drive improvement in AC 2025-2026. The faculty will incorporate real-life examples highlighting the importance of clear, concise, and accurate communication. This will be done by including examples that demonstrate poor use of these techniques, emphasizing the consequences of such writing, as well as exemplary examples of communications writing, giving students a standard to strive toward as well as an opportunity to observe the positive implications of high-quality writing.

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: The class average assignment score is 70% or higher

Findings: Target met.

Analysis: In AC 2023-2024, the target was met. Students scored an average of 75.6%,

exceeding the target goal of 70%. The faculty incorporated additional opportunities for practical application in both news and public relations settings to better prepare students for 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 include 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.

Based on the AC 2023-2024 results analysis, the faculty implemented the following changes in AC 2024-2025. The faculty incorporated additional original writing opportunities, enabling them to confidently select and incorporate those elements that best help them develop and complete their final story assignments.

As a result of these changes in AC 2024-2025, the target was met. Students scored an average of 81.12%, exceeding the target goal of 70%. The students showed skill in developing and writing appropriate story leads. They also demonstrated a higher level of proficiency in story organization. Students had a strong grasp of AP style and were more consistent in its use. The instructor did struggle with in-class engagement and demonstration of keeping up with local/national/global news, potentially due to the synchronous remote format of the course as well as a general malaise with the political environment over the past year.

Decision: In AC 2024-2025, the target was met. Based on the AC 2024-2025 results analysis, the following changes will be made to drive improvement in AC 2025-2026. The faculty will adjust the syllabus to include additional assignments that immerse students in reading, writing, and discussing various types of media writing. These will lead to assignments that require students to emulate these styles at first, followed by using what they learn to develop their own writing style.

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 2024 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:

- o 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)
- o 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)
- o 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)
- o 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)
- o 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)
- o 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:

- o 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)
- o 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)
- o 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)
- o 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)
- o 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)
- o 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: The class average assignment score is 80% or higher

Findings: Target met.

Analysis: 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. The faculty included examples of high-quality speeches that demonstrate fluent language and powerful voice in multiple public speaking scenarios. The students still struggled with fluent verbal skills based on their reading and writing.

Based on the AC 2023-2024 analysis results, the faculty implemented the following changes in AC 2024-2025. The faculty incorporated activities that involved reading, writing, and speaking to strengthen the connection between solid written skills and fluent verbal skills.

As a result of these changes in AC 2024-2025, the target was met. Students scored an average of 93.84% 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 2024 - 2025, the target was met. Based on the AC 2024-2025 analysis results, the following changes will be made to drive improvement in AC 2025-2026. The faculty will add various examples of speech preparation as well as in-speech support items to assist in helping students find methods that increase their level of preparation and thereby their confidence in speech and delivery.

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 was placed on their professional goals and objectives.

Target: The class average assignment score is 70% or higher

Findings: Target met.

Analysis: In AC 2023 - 2024, the target was met. Students scored an average of 92% on this assessment. 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.

Based on the AC 2023-2024 analysis results, the faculty implemented the following changes in AC 2024-2025. Faculty incorporated more opportunities for presentation aid

construction and included additional examples of various strategies for showcasing information. Students still need to take their time when reviewing final products for typos and other similar errors.

As a result of these changes in AC 2024-2025, the target was met. Students scored an average of 94% on this assessment. Students took advantage of resources like Canva to create visually strong presentation aids and demonstrated a strong ability to organize their thoughts into a cohesive and engaging presentation. The presentation used as assessment was one of four formal presentations as well as multiple informal presentation assignments incorporated throughout the semester. Students struggled slightly with understanding where boundary lines were in terms of language, dress, and other elements of formality they will be expected to demonstrate when interacting with colleagues of different age groups, rank, etc.

Decision: In AC 2024 - 2025, the target was met. Based on the AC 2024-2025 analysis results, the following changes will be made to drive improvement in AC 2025-2026. The faculty will offer examples of various structures/applications for locating errors and fact checking final versions of work. Additionally, faculty will provide information about professional boundaries, including language, dress code, etc. to help Gen Z students who spend a great deal of time on TikTok/other social media platforms understand what is expected of them in the professional world.

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 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 submitted a campaign summary, which includes selecting and analyzing the most effective social media posts from the campaign.

Target: The class average assignment score is 70% or higher

Findings: Target met.

Analysis: In AC 2023 - 2024, the target was met. Students scored an average of 94% on this assessment. 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 grows and diversifies in format, this project

becomes more relevant each semester. Reels, or short-form videos, have taken 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 is 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.

Based on the AC 2023-2024 analysis results, the faculty implemented the following changes in AC 2024-2025. The faculty included additional examples of effective visual content, emphasized the importance of adjusting content format to industry shifts, and created space for further exploration of video content suited for social media platforms.

As a result of these changes in AC 2024 – 2025, the target was met. Students scored an average of 91% on this assessment. Students performed well when it came to creating content to post but struggled more than previous groups when putting together their final project summary.

Decision: In AC 2024 - 2025, the target was met. Based on the AC 2024-2025 analysis results, the faculty will implement the following changes to drive improvement in AC 2025-2026. The faculty will allow more time for each phase of final project preparation and spend more time providing examples that will help students showcase their work both online and in a print format.

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:

- o 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)
- o 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)
- o 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)
- o 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)
- o 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)
- o There is no presentation aid used to support verbal message. (0)

Target: The class average assignment score is 80% or higher

Findings: Target met.

Analysis: In AC 2023 – 2024, the target was met. Students scored an average of 100% on this assessment. The faculty incorporated examples that matched the ever-increasing types of software and resources available (AI, machine learning, etc.) to creatively and responsibly create effective visual aid content. Faulty saw students choosing programs other than Microsoft PowerPoint to create their presentation aids. Canva is a popular choice and appears to give students access to a wide variety of high-quality visual elements to incorporate into their work. Aesthetically, they are achieving a high level of success. At times, students struggle with discerning which information needs to be included in the presentation aid and which does not. Some include too much, while others include too little, but they have still been successful in creating effective presentation aids

Based on the AC 2023-2024 analysis results, the faculty implemented the following changes in AC 2024-2025. The faculty provided opportunities for students to practice distributing information to its correct placement in the overall speech, making presentation aids even more effective.

As a result of these changes in AC 2024 – 2025, the target was met. Students scored an average of 98.2% on this assessment. Students continued to demonstrate high levels of visual skill and creativity, but still struggle with the written components of their presentation aids. From typos to writing too much on slides, there is improvement that can be made in these areas.

Decision: In AC 2024 – 2025, the target was met. Based on the AC 2024-2025 analysis results, the following changes will be made to drive improvement in AC 2025-2026. The faculty will incorporate more assignments that focus on tying the presentation aid and the speech outline together to strengthen the relationship between what should be verbally presented, what should be visually presented, and where overlap between the two should occur.

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

Course Map: Tied to course syllabus objectives.

Academic Cycle 2024-2025

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 six-category rubric. The rubric assesses the presence of proper headline and format; use of AP style; use of proper spelling, grammar and punctuation; accurate sourcing from reputable sources; development of an effective lead; and effective content organization.

Target: The class average assignment score is 70% or higher

Findings: Target met.

Analysis: 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. The faculty emphasized the importance of strong sourcing skills to students through discussion, examples, and critique. The 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.

Based on the AC 2023-2024 analysis results, the faculty implemented the following changes in AC 2024-2025. The faculty emphasized the importance of strong sourcing skills to students through peer discussion and individual feedback.

As a result of these changes in AC 2024-2025, the target was met. Students scored an average of 87.5% on the rubric category that assesses gathering information from reputable, appropriate sources and including that information accurately. While this group of students did a good job vetting their sources and identifying in-person sources, it's becoming more difficult with the evolution of online content to determine which digital sources are legitimate. They were dedicated to pursuing trustworthy sources but lacked confidence in identifying those sources out of all the content available online.

Decision: In AC 2024-2025, the target was met. Based on the AC 2024-2025 analysis results, the following changes will be made to drive improvement in AC 2025-2026. The faculty will include specific lessons that detail the definition of reputable sources and use examples that illustrate key components/indications of reputable source material.

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.

Target: The class average assignment score is 70% or higher

Findings: Target met.

Analysis: In AC 2023 - 2024, the target was met. Students scored an average of 88.5% in the research category of this assignment. 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.

Based on the AC 2023-2024 analysis results, the faculty implemented the following changes in AC 2024-2025. The faculty incorporated examples of modern-day usage of sourced research, thereby demonstrating its value beyond an academic setting. Additionally, faculty introduced students to a diverse array of tools and implementation strategies to streamline the research process, so it was not perceived as such a daunting task.

As a result of these changes in AC 2024 – 2025, the target was met. Students scored an average of 91.8% in the research category of this assignment. As they conducted their research in their career field of choice, feedback and demonstration in class helped to identify reliable sources with relevant information. Students were motivated to learn more about their preferred career paths, so that incentivized them to seek high-quality information sources.

Decision: In AC 2024 - 2025, the target was met. Based on the AC 2024-2025 analysis results, the following changes will be made to drive improvement in AC 2025-2026. The faculty will incorporate more exercises throughout the semester to help students develop strong skills when gathering information from multi-platform sources.

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 student's 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: The class average assignment score is 70% or higher

Findings: Target met.

Analysis: In AC 2023 - 2024, the target was met. The average score for that year's evaluation was 92.3%. 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 is also an opportunity to strengthen the connection between legal and ethical concepts and their implications in a quickly evolving, technology-focused world.

Based on the AC 2023-2024 analysis results, the faculty implemented the following changes in AC 2024-2025. The faculty increased the difficulty of practice assignments to strengthen understanding of course concepts to be applied in final evaluations.

As a result, in AC 2024 – 2025, the target was met. The average score for this evaluation was 93.36%. The instructor found that fewer students attempted to use artificial intelligence channels to create their work for them, which the instructor believes to be the result of additional detail regarding this policy included in the syllabus as well as in follow up communication. This ensures that students are participating in the experiential learning required to advance and perfect their communication skills in addition to developing an ethical understanding of how and when to use artificial intelligence resources. The instructor did struggle with students abiding by and taking seriously course deadlines.

Decision: In AC 2024 - 2025, the target was met. Based on the AC 2024-2025 analysis results, the following changes will be made to drive improvement in AC 2025-2026. The faculty will increase the frequency of written reminders regarding assignments and deadline policy to reduce the number of students attempting to submit late work or not submitting work at all.

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 2024-25, 25 students completed internships.

Target: Each student earns an evaluation of 4.5 out of 5 or 90%

Findings: Target met.

Analysis: 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. The faculty addressed and reinforced ethical and legal considerations across the curriculum,

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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.

Based on the AC 2023-2024 analysis results, the faculty implemented the following changes in AC 2024-2025. The faculty included diverse examples of legal and ethical situations that 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.).

As a result of these changes in AC 2024 – 2025, the target was met. Students scored an average of 5 (100%) 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 2024 - 2025, the target was met. Based on the AC 2024-2025 analysis results, the following changes will be made to drive improvement in AC 2025-2026. The faculty will communicate with internship supervisors to encourage inclusion of specific experiences that relate to or address legal and ethical principles in their specific industry/organization, giving our students opportunities for experiential learning in this category.

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: The class average assignment score is 70% or higher

Findings: Target met.

Analysis: In AY 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. 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 is 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.

Academic Cycle 2024-2025

Based on the AC 2023-2024 analysis results, the faculty implemented the following changes in AC 2024-2025. The faculty provided guidance to students to address time management issues. Also, faculty reviewed and updated course items to include timely examples in our ever-changing world of communication to best prepare students for the professional environment.

As a result of these changes in AC 2024 – 2025, the target was met. Students scored an average of 93.7% on the assignment related to understanding media technologies and their influence on society and culture. As students reflected on the relationship between media use and its effects on society, their ability to effectively communicate their opinions was evident throughout the semester. The instructor reported that some students struggled with deadlines and that the implementation of the e-book component of the course did not go smoothly.

Decision: In AC 2024 - 2025, the target was met. Based on the AC 2024-2025 analysis results, the following changes will be made to drive improvement in AC 2025-2026. The faculty will add in at least one guest speaker to give additional perspective and context to the relationship between media and society. Additionally, to facilitate a deeper level of concept integration, the instructor will add an oral presentation to go along with the essay assignment.

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: The class average assignment score is 80% or higher

Findings: Target met.

Analysis: In AC 2023 - 2024, the target was met. Students scored an average of 91.5% on this project. 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 has been an effective learning environment thus far. While students still need to work on the professional presentation of the final product (spelling, formatting, etc.), the creativity and expertise of social media applications maintained an upward trajectory. Students see increasing possibilities for careers through social media (whether through their personal brand or an organization that may employ them) and have begun to treat their class assignments as opportunities for development in that context.

Based on the AC 2023-2024 analysis results, faculty implemented the following changes in AC 2024-2025. The faculty emphasized the vast array of opportunities

available for career development through social media and provided relevant content examples that address changes in industry as well as new technology.

As a result of these changes in AC 2024 – 2025, the target was met. Students scored an average of 96.8% on this project. Their content development skillset and adaptation to new applications facilitated the creation of creative and strategic content. Students struggled a bit with correctly estimating the time necessary to plan, schedule, film, edit, finalize, and post content.

Decision: In AC 2024 - 2025, the target was met. Based on the AC 2024-2025 analysis results, the following changes will be made to drive improvement in AC 2025-2026. The faculty will provide additional tools and strategies for conceptualizing, planning, and executing content with an accurate estimate of time and resources needed.

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 2024-2025. These changes are based on the knowledge gained through analyzing the AC 2023-2024 results and lessons learned.

- In Measure 1.1, the faculty diversified applied writing activities to include more opportunities for frequent writing practice. Faculty also developed additional assignments that focus on self-editing techniques and offered opportunities for peer editing.

- In Measure 1.2, the faculty incorporated additional original writing opportunities, enabling them to confidently select and incorporate those elements that best help them develop and complete their final story assignments.

- In Measure 2.1, the faculty incorporated activities that involved reading, writing, and speaking to strengthen the connection between solid written skills and fluent verbal skills.

- In Measure 2.2, the faculty incorporated more opportunities for presentation aid construction and included additional examples of various strategies for showcasing information.

- In Measure 3.1, the faculty included additional examples of effective visual content, emphasized the importance of adjusting content format to industry shifts, and created space for further exploration of video content suited for social media platforms.

- In Measure 3.2, the faculty provided opportunities for students to practice distributing information to its correct placement in the overall speech, making presentation aids even more effective.

Academic Cycle 2024-2025

- In Measure 4.1, the faculty emphasized the importance of strong sourcing skills to COMM 2510 students through peer discussion and individual feedback.

- In Measure 4.2, the faculty incorporated examples of modern-day usage of sourced research, thereby demonstrating its value beyond an academic setting. Additionally, faculty introduced students to a diverse array of tools and implementation strategies to streamline the research process, so it was not perceived as such a daunting task.

- In Measure 5.1, the faculty increased the difficulty of practice assignments to strengthen understanding of course concepts to be applied in final evaluations.

- In Measure 5.2, the faculty included diverse examples of legal and ethical situations that 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.).

- In Measure 6.1, the faculty provided guidance to students to address time management issues. Also, faculty reviewed and updated course items to include timely examples in our ever-changing world of communication to best prepare students for the professional environment.

- In Measure 6.2, the faculty provided guidance to students to address time management issues. Also, faculty reviewed and updated course items to include timely examples in our ever-changing world of communication to best prepare students for the professional environment.

Plan of action moving forward:

- In Measure 1.1, faculty will incorporate real-life examples highlighting the importance of clear, concise, and accurate communication. This will be done by including examples that demonstrate poor use of these techniques, emphasizing the consequences of such writing, as well as exemplary examples of communications writing, giving students a standard to strive toward as well as an opportunity to observe the positive implications of high-quality writing.

- In Measure 1.2, faculty will adjust the syllabus to include additional assignments that immerse students in reading, writing, and discussing various types of media writing. These will lead to assignments that require students to emulate these styles at first, followed by using what they learn to develop their own writing style.

- In Measure 2.1, faculty will add various examples of speech preparation as well as in-speech support items to assist in helping students find methods that increase their level of preparation and thereby confidence in speech and delivery.

Academic Cycle 2024-2025

- In Measure 2.2, faculty will offer examples of various structures/applications for locating errors and fact checking final versions of work. Additionally, faculty will provide information about professional boundaries, including language, dress code, etc. to help Gen Z students who spend a great deal of time on TikTok/other social media platforms understand what is expected of them in the professional world.

- In Measure 3.1, faculty will allow more time for each phase of final project preparation and spend more time providing examples that will help students showcase their work both online and in a print format.

- In Measure 3.2, faculty will incorporate more assignments that focus on tying the presentation aid and the speech outline together to strengthen the relationship between what should be verbally presented, what should be visually presented, and where overlap between the two should occur.

- In Measure 4.1, faculty will include specific lessons that detail the definition of reputable sources and use examples that illustrate key components/indications of reputable source material.

- 4.2: Faculty will incorporate more exercises throughout the semester to help students develop strong skills when gathering information from multi-platform sources.

- In Measure 5.1, faculty will increase the frequency of written reminders regarding assignments and deadline policy to reduce the number of students attempting to submit late work or not submitting work at all.

- In Measure 5.2, faculty will communicate with internship supervisors to encourage inclusion of specific experiences that relate to or address legal and ethical principles in their specific industry/organization, giving our students opportunities for experiential learning in this category.

- In Measure 6.1, faculty will add at least one guest speaker to give additional perspective and context to the relationship between media and society. Additionally, to facilitate a deeper level of concept integration, the instructor will add an oral presentation to go along with the essay assignment.

- In Measure 6.2, faculty will provide additional tools and strategies for conceptualizing, planning, and executing content with an accurate estimate of time and resources needed.