AC 2019-2020 Assessment

Bachelor of Arts in Communication

College: Arts and Sciences

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Northwestern Mission. Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Arts and Sciences' Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequaled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

Department of New Media, Journalism, and Communication Arts. Students pursuing a degree in Communication polish speaking, writing, and multimedia skills through experiences in and out of the classroom. Innovative courses prepare students for hundreds of jobs that require a foundation of communication skills. TV anchors, radio show hosts, bloggers, photojournalists, graphic designers, social media managers, speech writers, public relations specialists, reporters and scores of others all rise according to their communications skills. Available concentrations include Strategic Communication, Broadcast and Digital Media Production and Multimedia Journalism.

> **Strategic Communication**: Encompassing organizational communication and public relations, this concentration offers a course of study for students to learn how individuals and organizations use communication and media to deliver messages to targeted audiences. Courses will focus on how organizations and media influence opinions and the behavior of key publics. The curriculum will emphasize an ethical approach and will analyze societal effects of strategic communication practices.

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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

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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. Throughout the indicated courses, 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.

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Target: 70% of possible points

Finding: Target not met.

Analysis: In AC 2018-19, the target was met. Students demonstrated growth in COMM 1040, earning an average post-test score of 70% after scoring an average of 59% on the initial pre-test. This meets the target of 70%, indicating that student learning is taking place. The creation of this class intended to address an overall deficiency in the writing, grammar, spelling, and punctuation skills of incoming students in order to better prepare them for more advanced required communication classes. While the improvement from the start of the semester to the end was significant and consistent, students still faced challenges when addressing issues that impede their ability to communicate clearly and correctly.

Based on the analysis of AC 2018-19 results, faculty increased measures to assess specific areas of weakness throughout the semester as well as continuous refinement of course concepts with a goal of functioning at the highest level of efficiency in mind. In AC 2019-20, the initial testing average was 59%. The second testing average was 67%. While this does represent significant growth, it does not quite meet the acceptable target of 70%. Changes made from the previous assessment cycle included revising the focus of the testing elements, which made them more specific and required a higher level of understanding than the previous assessment version. COVID-19 also affected this class, as it is typically very hands-on and one-on-one focused with students as they all have unqiue strengths and weaknesses, and the online environment didn't allow for the same type of instruction.

Students are more familiar with the concepts that comprise a strong writing foundation, and while they may not be able to perfectly execute these skills, the level of comfort they feel in identifying mistakes and/or being able to fix mistakes once pointed out by the instructor seems to have increased based on the efforts of the faculty to focus topics of instruction on areas of writing/English language in which students are uncertain.

Decision: In AC 2019-2020 the target was 70%. Based on the analysis of the results from AC 2019-2020, and to drive improvement in AC 2020-2021, faculty will evaluate course content, identify specific areas of weakness, and craft lessons that will address these areas. Already, students that have completed COMM 1040 demonstrate a higher level of function in COMM 2510, which was the primary reason for the creation of COMM 1040. The department expects that students will identify and address areas of weakness in the writing foundation during their time in COMM 1040 so that they will be better prepared to manage and/or eradicate these areas of weakness as they move through the communications curriculum.

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 test administered at the conclusion of the semester.

Target: 70% of possible points

Findings: Target met.

Analysis: In AC 2018 – 19, the target was met. The department required students to complete/test out of COMM 1040 and incorporated specific writing activities based on weaknesses indicated by previous students. Some students continue to demonstrate serious difficulty with mastering basic writing skills. The majority of the students who took COMM 2510 in the 2018-19 assessment cycle had either completed or tested out of COMM 1040, leading to a stronger writing foundation upon entering COMM 2510. Additionally, as mentioned in the action plan, the instructor emphasized the ubiquitous importance of strong writing skills in any communications career, increasing the relevancy of course assignments to students.

This assessment cycle (2019-20), having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 2510. Student scores exceeded the 70% target, indicating that student learning is taking place. Average test score was 85%, exceeding the goal of 70%. Consistency was still lacking in basic punctuation, spelling and grammar, and vocabulary to discuss writing issues.

Implementing the plan of action from AC 2018-19 provided evidence of student learning based on the analysis of this year's result. The target of 70% was exceeded. Students scored an average of 71.5% on the written test used to evaluate their skills.

Students seemed to take the task of developing strong writing skills more seriously when given context in which to understand the importance of strong written communication skills. Additionally, the completion of COMM 1040 prior to taking COMM 2510 appeared to sufficiently prepare students to be more successful in COMM 2510.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the results from AC 2019-2020, and to drive improvement in AC 2020-2021, faculty will impart the importance of strong writing skills to COMM 2510 students in addition to managing the relationship between COMM 1040 and COMM 2510 to function most efficiently as complements to assisting students in developing a solid writing foundation to best prepare them for upper-level communications classes.

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 2019 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 ot 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 rehtoriacla 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 rehotircal devices such as analogies, repeptition, 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)

- 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: 80% of possible points

Findings: Target met.

Analysis: In AC 2018-2019 the target was met. For both sections of Fall 2018 FIG, students achieved an overall average of 4.67/5 or 93.35% in rubric categories associated with speaking clearly and correctly in presentations (see above for rubric category details). Students exceeded the acceptable target of 80% and are approaching the ideal target of 100%.

Faculty incorporated current examples of both acceptable and inadequate presentation methods, and created hands-on activities for students to participate in that allowed them to practice various styles of speaking, some effective and some not.

In AC 2019-2020 the target was met. For both sections of Fall 2019 FIG, students achieved an overall average of 4.6/5 or 92% in rubric categories associated with speaking clearly and correctly in presentations (see above for rubric category details). Students exceeded the acceptable target of 80% and are approaching the ideal target of 100%.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, and to drive improvement in AC 2020-2021, faculty will emphasize the importance of both correctly structured sentences as well as the power provided by the voice during a presentation. Each component is essential to delivering an effective message to an audience.

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

Target: 70% of possible points

Findings: Target met.

Analysis: In AC 2018-2019 the target was met. In general, the students showed poise and confidence in giving their presentations. However, some were not able to present for a full ten minutes. Overall, the class scored an average of 86%.

In AC 2019 – 2020, each student was required to prepare a presentation of their capstone portfolios and to present it to the class. Special emphasis was placed on their professional

goals and objectives. As a result of these changes, in AC 2019-2020, the class scored an average of 86%.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, and to drive improvement, the department will reinforce skills learned in courses like COMM1010 and COMM2500 and to emphasize the importance of this SLO throughout a student's matriculation and provide opportunities for students to practice and improve their public speaking skills.

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

Course Map: Tied to course syllabus objectives.

Measure: 3.1 (Direct): Required of all majors, the prerequisite for this course is COMM 2510. A grade of "C" or higher is required. To assess students' abilities to create effective visual content for varied audiences and formats, the signature assessment is the creation of an engagement campaign. Students craft messaging based on their client'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 platforms (Twitter, Instagram) using tools taught in class (Hootsuite, Canva, Twitter Analytics) to create effective content, including visual elements. Students submitted a campaign summary, which includes selecting and analyzing the most effective social media posts from the campaign.

Target: 80% of possible points

Findings: Target met.

Analysis: In AC 2018-2019, the target was met. Students exceeded the 80% target, indicating learning is taking place. Students earned an average project score of 86.8%. As in the previous assessment cycle, very few students entered the classroom with an accurate understanding of the amount of strategy that is required to host an effective social media presence (also noted in student reflections included in campaign summary). Students worked in teams throughout the semester to gain experience creating and publishing engaging content with emphasis on the strength/power of visual content.

Implementing the plan of action to emphasize the importance of the differences between posting content on a personal account versus managing an organization/brand/business account by teaching students how to create effective visual content for such a page resulted in an average score of 86.8%, exceeding the target of 80%.

In AC 2019 - 20, the target was met. Students scored an average of 88.5% on the engagement project, demonstrating growth and exceeding the target.

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Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, and to drive improvement in AC 2020-2021, faculty will maintain current efforts to teach students skills required to create effective visual content. Emphasis on the elements of design and the varying functionality of visual components across multiple digital channels will be added to future courses in an increased frequency.

Faculty will monitor trends in social media usage and popular visual aesthetic to incorporate these elements into COMM 3260 curriculum. Additionally, faculty will require students to create visual material for various types of social media (multiple channels, varying formats, etc.) to ensure that students understand which visual elements are most successful in specific contexts.

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 2019 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 ability to use varied presentation strategies for an appropriate, respectful presentation. Speaker can adapt to unexpected circumstances affecting 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 ability to use varied presentation strategies for an appropriate, respectful presentation. Speaker can adapt to unexpected circumstances affecting 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 ability to use a presentation strategy for an appropriate, respectful presentation. Speaker can adapt to unexpected circumstances affecting use of aid. (3)

- o 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 presnetation 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. Speaker is uncomfortable with presentation media/technology. (1)

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

Target: 80% of possible points

Findings: Target met.

Analysis: In AC 2018-2019 the target was met. For both sections of the Fall 2018 FIG, students achieved an overall average of 4.8/5 or 96% in the presentation aid category.

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Students exceeded the acceptable target (80%) and are approaching the ideal target (100%). Because this is the first required communication class, many have never had instruction on guidelines to design an effective PowerPoint, for example, or how to incorporate them into a presentation. The instructor worked with students throughout the semester, resulting in mastery of this SLO as demonstrated by the overall average for the final persuasive speech assignment.

As a result, in AC 2019-2020, the target was met. In the Fall 2019 FIG, students achieved an overall average of 5/5 or 100% in the presentation aid category. Students exceeded the acceptable target (80%) and met the ideal target (100%).

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, and to drive improvement in AC 2020-2021, faculty will provide students with examples of effective and ineffective visual aids while encouraging them to be creative in developing meaningful visual support for their presentations.

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

Course Map: Tied to course syllabus objectives.

Measure 4.1 (Direct): Required of all majors, the prerequisites for this course are ENGL 1010, ENGL 1020 and COMM 1040. All require a "C" or higher. To assess students' abilities to gather and critically analyze information, the signature assessment is the story submission assignment. This assignment requires students to cover a specific event and write an article about this event using a minimum of three sources. Students are graded using a five-category rubric. The rubric assesses the presence of proper headline and format; use of AP style; use of proper spelling, grammar and punctuation; development of an effective lead; and effective content organization. In each category, a student can earn between zero and five points, totaling an overall rubric score out of 25 points.

Target: 70% of possible points

Findings: Target met.

Analysis: In AC 2018-2019 the target was met. Having implemented the previously stated plan of action, students continued to demonstrate growth in COMM 2510, earning an average score of 75.25%. This exceeded the target of 70% and indicates that student learning is taking place. All students who took COMM 2510 in the 2018-19 assessment cycle had either completed or tested out of COMM 1040, leading to a stronger writing foundation upon entering COMM 2510. Additionally, as mentioned in the action plan, the instructor implemented classwork and homework assignments specifically designed to address issues related to identifying appropriate source material.

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As a result, in AC 2019-2020, the target was met. In Fall 2019, students, on average, had a score of 93%. This exceedes the target.

Implementing the plan of action from AC 2018-19 provided evidence of student learning based on the analysis of this year's result. The target of 70% was exceeded. Students scored an average of 93% on the writing assignment used to evaluate their skills.

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

Measure 4.2 (Direct): The capstone course is required of all graduating seniors majoring in Communication. The writing assignments required more thought than recitation form the textbooks. Students were challenged to understand and think. To understand the evolution of the American tradition of free speech, much attention was given to the history of journalists, publications and movements such as Yellow Journalism and how propaganda was used to start wars and change public perception of social issues.

Target: 70% of possible points

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

Analysis: In AC 2018-2019, the target was met on four out of five assessment assignments. Based on an analysis of the AC 2018-2019 results, students were to write a thoughtful, cogent essay about the evolution of the First Amendment and its place in a democratic society, especially as it concerns journalism and other forms of media. Students were asked to provide evidence of their knowledge of the First Amendment's historical roots and how the First Amendment impacts their professional and personal lives.

As a result, in AC 2019-2020, the target was met on four out of five assessment assignments. The course average was 18.5 out 25 points or 74%. Overall, students demonstrated a lack of knowledge about how to research and critically analyze information. In addition, the research component of this assignment showed averaged 6.4 points out of 10 (or 64%), indicating a lack of research skills.

Decision: In AC 2019-2020, the target was met on four out of five assessment assignments. Based on the analysis of the AC 2019-20 results, in AC 2020-2021 the department will review its curriculum to incorporate more research and learning how to properly cite sources occurs in earlier courses in the program.

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

Course Map: Tied to course syllabus objectives.

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

Target: 70% of possible points

Findings: Target met.

Analysis: In AC 2018-19, the target of a 70% average on the writing test was achieved as the class scored an average of 72.72%. The instructor noted an improvement in completion of assigned readings despite the fact that there is still room for improvement. Student attendance continues to be a major problem. Additionally, the instructor mentioned the importance of emphasizing the value of law and ethics for all communications professionals.

As a result, in AC 2019-2020, the target was met. The target of a 70% average on the final exam achieved as the class scored an average of 81.5%. Concerning specific questions regarding First Amendment rights guaranteed under the Constitution, the composite score was 100%. Students, however, had trouble identifying the basic structure of the Constitution, as the class average on this question was 54%. Further analysis indicates that students, overall, were not able to identify seminal U.S. Supreme Court cases involving the First Amendment, scoring an average of 66%, slightly below the SLO target.

An analysis of a short research paper indicated the following: 79% organizational skills; 79% writing skills; 77.5% research skills. This suggests that students are showing some basic writing competencies but not all understand how to conduct basic, university-level research.

Implementing the plan of action from AC 2018-19 provided evidence of student learning based on the analysis of this year's result. The target of 70% was exceeded. Students scored an average of 81.5% on the assessment used to evaluate their skills.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, and to drive improvement in AC 2020-2021, faculty will impart the importance of law and ethics to COMM 2040 students as well as improving their understanding of the U.S. Constitution and their fundamental First Amendment rights. In

addition, the course will stress the importance of conducting basic and proper sophomore-level research. The instructor will stress the attendance policy outlined in his syllabus.

Measure 5.2 (Direct): All communication majors are required to register for this internship/seminar course as part of their capstone experience. Each student undertakes 150 hours of unpaid internship work under the direct supervision of a media professional. At the internship's end, the supervisor is provided an evaluation form that states "5. Understand and apply legal and ethical principles related to communication." The supervisor is asked to judge the student on a Likert scale of 1 to 5, with 1 indicating "weak" and 5 indicating "excellent." In the Fall of 2019, seven students completed their internships, but only five evaluation forms contained a response to this question.

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

Findings: Target met.

Analysis: In AC 2018 -2019, the target was not met. For AC 2018-2019, Measure 5.2 was mapped to an online survey for graduating students. In AC 2019-2020, the Measure was adjusted to be mapped to a supervisor evaluation from an internship.

In AC 2019-2020 the target was met. In AC 2019-20, the target of 70% was achieved as internship supervisors scored students an average of 5 (or 100%). Nine out of 11 students participating in the internship course received feedback in this category. This average indicated that the students were prepared to enter a professional environment with an understanding of these concepts.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, and to drive improvement in AC 2020-2021, faculty will review courses to ensure legal and ethical concepts are discussed and implemented in other courses beyond the scope of COMM 2040.

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

Course Map: Tied to course syllabus objectives.

COMM 2020: Students in COMM 2020 completed an assessment assignment which was an inquiry and self-assessment about their attachment too and use of social media to access media related information, and a final paper related to understanding media technologies and their potential influence on society and culture.

Target: 70% of possible points

Findings: Target met.

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Analysis: In AC 2018-19, the target was met. The class scored an average of 90.3% on the assessment assignment and an average of 91.03% on the final paper. The instructor noted that students seemed to have an addictive relationship with social media, motivating them to explore that relationship and its effect on our/their culture. The instructor monitored social media use in class to help students understand when it was inappropriate to access during class and/or during in-class group projects, as well as how social media and technology can be used as a critical tool for accessing information regarding mass media.

As a result, in AC 2019-2020, the target was met. Students achieved an average of 94.8% on the assessment (Assignment: Chapter Six, *Part Two: Understanding the impact of social media on your lifestyle*) and 94.25% on written assignment (Final Assignment: Final Paper) from a list of topics relevant to the objectives from COMM2020).

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019 - 20 results, and to drive improvement in AC 2020-2021, the instructor will monitor students' inappropriate use of social media during class and help them understand via discussion and assignments that social media can be an appropriate tool for communication professionals when used appropriately and with good judgement. He will also emphasize legal and ethical issues that arise with social media usage to COMM 2020 students.

COMM 3260: Required of all majors, the prerequisite for this course is COMM 2510. A grade of "C" or higher is required. To assess students' abilities to use current media technologies correctly and effectively, students are required to complete a comprehensive final project that encompasses knowledge of current technologies, usage, and strategy.

Target: 80% of possible points

Findings: Target met.

Analysis: In AC 2018-19, the target was met. Students did meet the target of 80% in COMM 3260, earning an average score of 81.5%. This indicates learning is taking place. Class structure in AC 2019-2020 included more hands-on assignments requiring students to go out in the field to collect content. The instructor noted that this helped to solidify social media concepts vital to the course. Students improved significantly in areas of attendance, teamwork, and attention to detail.

As a result, in AC 2019 – 20, the target was met. Students exceeded the target with an average score of 88%.

Decision: In AC 2019-2020 the target was met. Based on the analysis of the AC 2019-20 results, and to drive improvement in AC 2020-2021, faculty will incorporate project-style assignments involving real life clients to teach students about media technologies

and their influences on culture to ensure that they are structured as effectively as possible. Emphasis will be placed on assignment structures that engage students in a visual, auditory, and kinesthetic format.

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

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

- Instructors worked with students throughout the semester, resulting in mastery of SLO 3 as demonstrated by the overall average for the final persuasive speech assignment.

- Students worked in teams throughout the semester to gain experience creating and publishing engaging content with emphasis on the strength/power of visual content.

- The curriculum was revised to stress visual design skills across concentrations, beginning with COMM 1010 and embedded in courses in video production (COMM 2440), new media (COMM 3260), and visual communication (COMM 2530).

- Instructors deducted points after a certain number of absences and to administer pop quizzes throughout the semester to motivate students to come to class prepared.

- Instructors of COMM 2020 monitored social media use in class to help students understand when it was inappropriate to access during class and/or during in-class group projects, as well as how social media and technology can be used as a critical tool for accessing information regarding mass media.

- COMM 3260 class structure this semester included more hands-on assignments requiring students to go out in the field to collect content.

- Faculty used assessment results from previous semesters to focus efforts toward addressing student weaknesses.

- Instructors implemented classwork and homework assignments specifically designed to address issues related to identifying appropriate source material.

- Core communication concepts were incorporated and emphasized throughout the curriculum (not just in specific classes) to indicate level of importance to students as well as to help them integrate knowledge of these concepts.

- Measurement tools were reviewed and updated by faculty to better serve students and faculty.

Plan of action moving forward:

- The department will reinforce skills learned in courses like COMM1010 and COMM2500 and to emphasize the importance of SLO 2 throughout a student's matriculation and provide opportunities for students to practice and improve their public speaking skills.

- Faculty will monitor trends in social media usage and popular visual aesthetic to incorporate these elements into COMM 3260 curriculum.

- Faculty will provide students with examples of effective and ineffective visual aids while encouraging them to be creative in developing meaningful visual support for their presentations.

- In COMM 3260, collaboration with professional entitites in need of social media content will contribute relevant experience.

- Faculty will evaluate course content, identify specific areas of weakness, and craft lessons that will address these areas.

- As a department, faculty will track student progress to identify areas that require reinforcement

- Faculty will stay professionally involved in their areas of expertise to maintain an updated and current understanding of the industries in which they are educating students