

Assessment Cycle 2025 – 2026

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.

Journalism, Broadcast, and Digital Media Production: Students will learn to create, produce, and disseminate broadcast media of varied genres and styles. The

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knowledge and skills learned will prepare students for broadcast media and broadcast production careers in industries such as television, radio, film, videos, and Web delivery. Through hands-on instruction, students learn to research, write, produce, and direct media rich content.

Sports Media: 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 sports media storytelling – combining text with images, sounds, videos, and graphics to reach diverse audiences. This concentration will prepare students for varied journalism careers in sports 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 will 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 will be reviewed, revised, and implemented accordingly.
- Data will be collected by the designated faculty for courses identified and returned to the Department Head or designated faculty member, who will upload the data to University-designated portal.

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- 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 is 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 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.

Target: The average assignment score for all students assessed will be 70% or above.

Finding: Target met.

Analysis: In AC 2024-2025, the target was met. 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 upper-level communications courses.

Based on the analysis of the results from AC 2024-2025, the faculty implemented the following changes in AC 2025-2026. The faculty incorporated real-life examples highlighting the importance of clear, concise, and accurate communication. This was done by including examples that demonstrate poor use of these techniques to emphasize the consequences of such writing as well as exemplary examples of communications writing to give students a standard to strive toward and allow them to observe the positive implications of high-quality writing.

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As a result of these changes in AC 2025-2026, the target was met. Students scored an average of 90.4% on the post-test assignment, a 13.1% improvement from the average pre-test score of 77.3%. This assessment covered parts of speech, subject-verb agreement, pronoun use, word choice, punctuation, and AP Style. Proficiency in these categories indicates that students were more prepared to take upper-level communications courses.

Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 analysis results, the following changes will be made to drive improvement in AC 2026-2027. The faculty will add additional focus on the ethical use of artificial intelligence entities in writing within the ever-evolving role of written communication in a society with an increasing presence in a high-paced, digital world.

Measure 1.2: 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. To assess students' abilities to write clearly and correctly, the secondary assessment will be a writing assignment administered at the conclusion of the semester.

Target: The average assignment score for all students assessed will be 70% or above.

Findings: Target met.

Analysis: In AC 2024-2025, 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 high level of proficiency in story organization. Students had a strong grasp of AP style and were more consistent in its use. The instructor struggled with in-class engagement and demonstration of maintaining current knowledge of 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.

Based on the AC 2024-2025 results analysis, the faculty implemented the following changes in AC 2025-2026. The faculty adjusted the syllabus to include additional assignments to immerse students in reading, writing, and discussing various types of media writing. These assignments required students to emulate various styles at first then applying that knowledge and experience to develop their own writing style.

As a result of these changes in AC 2025-2026, the target was met. Students scored an average of 91%, exceeding the target goal of 70%. The students demonstrated a strong interest in learning about each element of writing an article and appeared dedicated to selecting appropriate sources, presenting truthful and engaging information, and developing their own writing skill set.

Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 results analysis, the following changes will be made to drive improvement in AC 2026-2027. The faculty will include additional practice assignments for interviewing and pulling source material from

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interview content in correct quotation formula. Faculty will also include current information regarding artificial intelligence usage guidelines as standards and applications evolve.

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. Freshman COMM majors are placed in a Freshman Interest Group (FIG) section during the Fall semester. Students are graded using two specific rubric categories (Language/Fluency category and Voice category) from a standard course rubric that supports this SLO.

Grading criteria for Language/Fluency category:

- There is superior use of clear, correct, and appropriate language for the target audience to support objectives of the speech. The speaker clearly uses a variety of rhetorical devices such as analogies, repetition, and alliteration to enhance the message. (5)
- There is effective use of clear, correct, and appropriate language for the target audience of the speech. The speaker uses a variety of rhetorical devices such as analogies, repetition, and alliteration to enhance the message. (4)
- There is adequate use of clear, correct, and appropriate language for the target audience to support objectives of the speech. The speaker adequately uses a variety of rhetorical devices such as analogies, repetition, and alliteration to enhance the message. (3)
- There is limited use of clear, correct, and appropriate language for the target audience to support objectives of the speech. The speaker somewhat adequately uses a variety of rhetorical devices such as analogies, repetition, and alliteration to enhance the message. (2)
- There is weak use of clear, correct, and appropriate language for the target audience to support objectives of the speech. The speaker uses a variety of rhetorical devices such as analogies, repetition, and alliteration that do little to enhance the message. (1)
- There is no use of clear, correct, and appropriate language for the target audience to support objectives of the speech. The speaker uses no rhetorical devices such as analogies, repetition, and alliteration to enhance the message. (0)

Grading criteria for Voice category:

- There is superior use of natural variation of vocal characteristics including rate, pitch, volume, and tone in Standard English that heightens interest and matches messages appropriately. (5)
- 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)

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- 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: The average assignment score for all students assessed will be 80% or above.

Findings: Target met.

Analysis: 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.

Based on the AC 2024-2025 analysis results, the faculty implemented the following changes in AC 2025-2026. The faculty added various examples of speech preparation as well as in-speech support items to assist students with finding methods that increase their level of preparation, and thereby their confidence, in speech and delivery.

As a result of these changes in AC 2025-2026, the target was met. Communication major FIG section students scored an average of 92% in the Language/Fluency category and an average of 100% in the Voice category on the Persuasive Speech assignment. This assignment was the third and final speech assignment in the course, thereby demonstrating the highest level of skill developed during the semester.

Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 analysis results, the following changes will be made to drive improvement in AC 2026-2027. The faculty will create opportunities for students to improve consistent strength of voice during speech delivery. Faculty will also include assignments that highlight the boundary between professional language/word choice and popular culture language/word choice to deepen the level of understanding students have about approaching a situation with appropriate language/word choice based on the audience.

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

Target: The average assignment score for all students assessed will be 70% or above.

Findings: Target met.

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Analysis: In AC 2024-2025, 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 for the 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 that they will be expected to demonstrate when interacting with colleagues of different age groups, rank, *etc.*

Based on the AC 2024-2025 analysis results, the faculty implemented the following changes in AC 2025-2026. Faculty offered examples of various structures/applications for locating errors and fact checking final versions of work. Additionally, faculty provided 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.

As a result of these changes in AC 2025-2026, the target was met. Students scored an average of 92% on this assessment. Students demonstrated high levels of preparation that resulted in organized, clear delivery of information. As part of a series of assignments that culminate in their final presentation, this assignment benefitted from the earlier assignments requiring them to research their post-graduate plans and professional goals.

Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 analysis results, the following changes will be made to drive improvement in AC 2026-2027. Faculty will include guest speakers in the course schedule to expand students' access to examples and influence from current industry professionals.

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

Course Map: Tied to course syllabus objectives.

Measure: 3.1 (Direct): To assess students' abilities to create effective visual content for varied audiences and formats, the signature assessment is the creation of an engagement campaign. Students craft messaging based on their organization's needs and create a campaign to engage online users in supporting or sharing the campaign's messaging. This requires students to share messaging on specific social media platforms using tools taught in class 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: The average assignment score for all students assessed will be 80% or above.

Findings: Target met.

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Analysis: In AC 2024-2025, the target was met. Students scored an average of 91% on this assessment. Students performed well when creating content to post but struggled more than previous groups when completing their final project summary.

Based on the AC 2024-2025 analysis results, the faculty implemented the following changes in AC 2025-2026. The faculty allowed more time for each phase of final project preparation and spent more time providing examples to help students showcase their work both online and in a print format.

As a result of these changes in AC 2025-2026, the target was met. Students scored an average of 93% on this assessment. Students excelled at developing creative, engaging content ideas and used organizational skills/strategies taught in class to ensure the campaign followed an accurate and effective posting schedule. Some students struggled to maintain their productivity in the group setting, but their final project outcomes were not negatively impacted.

Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 analysis results, the faculty will implement the following changes to drive improvement in AC 2026-2027. The faculty will add a section to the course focusing on group/team responsibilities in the professional workplace along with strategies to ensure professional and effective personal production in addition to facilitating high-level production from the group as a whole.

Measure 3.2 (Direct): For this assessment measure, Communication major FIG section students must produce and use an effective visual aid for the persuasive speech assignment. 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)
- 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)

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Target: The average assignment score for all students assessed will be 80% or above.

Findings: Target met.

Analysis: In AC 2024-2025, the target was met. Students scored an average of 98.2% on this assessment. Students demonstrated high levels of visual skill and creativity but struggled with the written components of their presentation aids. From typos to writing too much on slides, there are improvements that can be made in these areas.

Based on the AC 2024-2025 analysis results, the faculty implemented the following changes in AC 2025-2026. The faculty incorporated more assignments that focused 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.

As a result of these changes in AC 2025-2026, the target was met. Students scored an average of 88% on this assessment. Due to access and availability to more visually pleasing/stylistic presentation templates and resources, the quality of many visual aids improved. However, there were some students who struggled with understanding what percent of a template should be changed for it to be considered original material. Typos and basic grammar mistakes were also noticeable in the work of some students.

Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 analysis results, the following changes will be made to drive improvement in AC 2026-2027. The faculty will add assignments to demonstrate appropriate use of artificial intelligence resources as well as templates available from various online design applications. During these assignments, emphasis will also be placed on providing ample time for content review and proofreading.

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 write an article 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 average assignment score for all students assessed will be 70% or above.

Findings: Target met.

Analysis: 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

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including that information accurately. While this cohort did a good job vetting sources and identifying in-person sources, the evolution of online content makes it more challenging to determine which digital sources are legitimate. Students were dedicated to pursuing trustworthy sources but lacked confidence in identifying those sources from the content available online.

Based on the AC 2024-2025 analysis results, the faculty implemented the following changes in AC 2025-2026. The faculty included specific lessons that elaborated on the definition of reputable sources and used examples that illustrate key components/indications of reputable source material.

As a result of these changes in AC 2025-2026, the target was met. Students scored an average of 89.5% on the rubric category that assessed gathering information from reputable, appropriate sources and including that information accurately. Students were still learning about requirements for reputable sources, but the prevalence of artificial intelligence on social media platforms and the rise of hyper-realistic visual AI content (video, imagery, *etc.*) seems to have illustrated the perils of using poorly sourced information in a way that students of previous semesters didn't seem to understand.

Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 analysis results, the following changes will be made to drive improvement in AC 2026-2027. The faculty will focus on assisting students in identifying where to find reputable sources as well as including assignments that review the process, importance, and reasoning of correct formatting for source material.

Measure 4.2 (Direct): The capstone course is required of all graduating seniors majoring in communication. Students complete writing assignments throughout the semester and frequently complete 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 of the student and required a minimum of five sources.

Target: The average assignment score for all students assessed will be 70% or above.

Findings: Target met.

Analysis: 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 this incentivized them seeking high-quality information sources.

Based on the AC 2024-2025 analysis results, the faculty implemented the following changes in AC 2025-2026. The faculty incorporated more exercises throughout the semester to help students develop strong skills when gathering information from multi-platform sources.

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As a result of these changes in AC 2025-2026, the target was met. Students scored an average of 95% in the research category of this assignment. Small practice assignments leading up to the completion of the assessment assignment seemed to prepare the students well, and they demonstrated strong initiative as they researched their future career paths, potential employers, and geographic areas of interest.

Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 analysis results, the following changes will be made to drive improvement in AC 2026-2027. The faculty will add additional research categories/requirements to the curriculum to develop a more advanced research skills set to better prepare students for the professional environment.

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): The signature assessment for this SLO is a final evaluation that includes assessment of the students' understanding of legal and ethical principles in the communications industry, which is a key component of understanding required for professional success in any area of communications.

Target: The average assignment score for all students assessed will be 70% or above.

Findings: Target met.

Analysis: 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 tools to create their work, which the instructor believes to be the result of additional detailing regarding AI use policy included in the syllabus as well as in follow up communication. This ensured that students were 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 struggled with students abiding by course deadlines.

Based on the AC 2024-2025 analysis results, the faculty implemented the following changes in AC 2025-2026. The faculty increased 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.

As a result of these changes in AC 2025-2026, the target was met. The average score for this evaluation was 91%. Students understood ethical boundaries more clearly than certain legal ones, especially pertaining to social media content and copyright laws. Students demonstrated familiarity with the First Amendment based on courses completed earlier in their curriculum, which speaks to the quality and alignment of the communications course structure. This will continue to be a key area of focus as legal and ethical requirements evolve alongside social media applications and promotional strategy for intellectual property.

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Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 analysis results, the following changes will be made to drive improvement in AC 2026-2027. The faculty will include updated examples with realistic context that illustrate both the importance of legal and ethical practices as well as the consequences of failure to apply those practices.

Measure 5.2 (Direct): All communication majors are required to complete an internship/seminar course as part of their capstone experience. Each student must complete 150 hours of unpaid internship work under the direct supervision of a media professional. At the end of the internship, the supervisor provides an evaluation form asking them to rank the intern's understanding and application of 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."

Target: The average score for all interns assessed will be four and a half out of five possible points (4.5/5) or 90%.

Findings: Target met.

Analysis: 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 were prepared to enter a professional environment with a deep understanding of the role played by legal and ethical principles in the workplace.

Based on the AC 2024-2025 analysis results, the faculty implemented the following changes in AC 2025-2026. The faculty communicated regularly 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.

As a result of these changes in AC 2025-2026, the target was met. Students scored an average of 4.88/5 (97.5%) in the category related to legal and ethical principles in communication. Based on this score and the feedback from internship supervisors, communications students were prepared to enter the workforce with a strong understanding of legal and ethical principles as it relates to communications.

Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 analysis results, the following changes will be made to drive improvement in AC 2026-2027. The faculty will encourage students to identify instances they encounter during their internship that cause them to test their legal and ethical knowledge in their unique fields of communications.

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 complete an assessment assignment evaluating the use of social

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media, evolving technologies, and methods of access to media related information, focusing on understanding media technologies and their potential influence on society and culture.

Target: The average assignment score for all students assessed will be 70% or above.

Findings: Target met.

Analysis: 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.

Based on the AC 2024-2025 analysis results, the faculty implemented the following changes in AC 2025-2026. The faculty added 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 added an oral presentation to go along with the essay assignment.

As a result of these changes in AC 2025-2026, the target was met. Students scored an average of 87% on the assignment related to understanding media technologies and their influence on society and culture. In follow up discussion, students referenced screentime as a known issue but didn't necessarily have a solution for reduction. Additional discussion emphasizing the cost of high screentime as well as alternative activity options and acknowledgement of what achievement of their personal and professional goals would look like in terms of action items seemed to have a deep impact on the students.

Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 analysis results, the following changes will be made to drive improvement in AC 2026-2027. Faculty will monitor trends in social media/mobile technology behaviors to ensure relevant discussion is included alongside future assignments, thereby ensuring that students are experiencing thoughtful reflection about relevant issues in social media, technology, and the societal impact of those issues.

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 average assignment score for all students assessed will be 80% or above.

Findings: Target met.

Analysis: 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

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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.

Based on the AC 2024-2025 analysis results, faculty implemented the following changes in AC 2025-2026. The faculty provided additional tools and strategies for conceptualizing, planning, and executing content with an accurate estimate of time and resources needed.

As a result of these changes in AC 2025-2026, the target was met. Students scored an average of 94% on this project. The level of content conceptualization was higher than in years past, but some students still struggled with correctly estimating and allotting appropriate timeframes for completing each section of the content creation and publication process. Students improved on using their content calendars and other organizational tools to plan tasks and assign responsibilities, and the final projects were cohesive with strong messaging to their target audience groups.

Decision: In AC 2025-2026, the target was met. Based on the AC 2025-2026 analysis results, the following changes will be made to drive improvement in AC 2026-2027. The faculty will include a detailed breakdown with examples of what to expect in each phase of creating and publishing content. Additionally, faculty will include smaller assignments leading up to the assessment assignment that allow students to experience firsthand how long certain aspects of content creation/publication take.

Comprehensive Summary of Key Evidence

The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2025-2026. These changes are based on the knowledge gained through analyzing the AC 2024-2025 results and lessons learned.

- In Measure 1.1, the faculty incorporated real-life examples highlighting the importance of clear, concise, and accurate communication. This was done by including examples that demonstrated 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, the faculty adjusted the syllabus to include additional assignments that immerse students in reading, writing, and discussing various types of media writing. These led to assignments that required students to emulate these styles at first, followed by using what they learned to develop their own writing style.
- In Measure 2.1, the faculty added various examples of speech preparation as well as in-speech support items to assist students in finding methods that increased their level of preparation and thereby their confidence in speech and delivery.
- In Measure 2.2, the faculty offered examples of various structures/applications for locating errors and fact checking final versions of work. Additionally, faculty provided information about professional boundaries, including language, dress code, *etc.* to help Gen Z

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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, the faculty allowed more time for each phase of final project preparation and spent more time providing examples to help students showcase their work both online and in a print format.
- In Measure 3.2, the faculty incorporated more assignments that focused 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, the faculty included specific lessons that detailed the definition of reputable sources and used examples that illustrate key components/indications of reputable source material.
- In Measure 4.2, the faculty incorporated more exercises throughout the semester to help students develop strong skills when gathering information from multi-platform sources.
- In Measure 5.1, the faculty increased 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, the faculty communicated 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 interns opportunities for experiential learning in this category.
- In Measure 6.1, the faculty added 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 added an oral presentation to go along with the essay assignment.
- In Measure 6.2, the faculty provided additional tools and strategies for conceptualizing, planning, and executing content with an accurate estimate of time and resources needed.

Plan of action moving forward:

- In Measure 1.1, faculty will add additional focus on the ethical use of artificial intelligence entities in writing within the ever-evolving role of written communication in a society with an increasing presence in a high-paced, digital world.
- In Measure 1.2, faculty will include additional practice assignments for interviewing and pulling source material from interview content in correct quotation formula. Faculty will also include current information regarding artificial intelligence usage guidelines as standards and applications evolve.

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- In Measure 2.1, faculty will create opportunities for students to improve consistent strength of voice during speech delivery. Faculty will also include assignments that highlight the boundary between professional language/word choice and popular culture language/word choice to deepen the level of understanding students have about approaching a situation with appropriate language/word choice based on the audience.
- In Measure 2.2, faculty will include guest speakers into the course schedule to allow students access to examples and influence from current industry professionals.
- In Measure 3.1, faculty will add a section to the course that focuses on group/team responsibilities in the professional workplace along with strategies to ensure professional and effective personal production in addition to facilitating high-level production from the group.
- In Measure 3.2, faculty will add assignments to demonstrate appropriate use of artificial intelligence resources as well as templates available from various online design applications. During these assignments, emphasis will also be placed on allowing time for content review and proofreading.
- In Measure 4.1, faculty will focus on assisting students in identifying where they can find reputable sources as well as including assignments that review the process, importance, and reasoning of correct formatting for source material.
- In Measure 4.2., faculty will add additional research categories/requirements to the curriculum to build a more advanced research skills set to better prepare students for the professional environment.
- In Measure 5.1, faculty will include updated examples with realistic context that illustrate both the importance of legal and ethical practices as well as the consequences of failure to apply those practices.
- In Measure 5.2, faculty will encourage students to identify instances they encounter during their internship that cause them to test their legal and ethical knowledge in their unique fields of communications.
- In Measure 6.1, faculty will monitor trends in social media/mobile technology behaviors to ensure relevant discussion is included alongside future assignments, thereby ensuring that students are experiencing thoughtful reflection about relevant issues in social media, technology, and the societal impact of those issues.
- In Measure 6.2, faculty will include a detailed breakdown with examples of what to expect in each phase of creating and publishing content. Additionally, faculty will include smaller assignments leading up to the assessment assignment that allow students to experience firsthand how long certain aspects of content creation/publication take.