



Mass Communication [MCOM]

Cycles included in this report:

Jun 1, 2022 to May 31, 2023

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Program Name: Mass Communication [MCOM]**Reporting Cycle: Jun 1, 2022 to May 31, 2023****1 Is this program offered via Distance Learning?**

100% Traditional or less than 50% Distance/Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.**3 Example of Program Improvement**

2018-2019:

According to data collected this year, public relations students have received more instruction on Adobe InDesign and are more comfortable with the program.

This year's data indicates an interest in an additional technology class for all students. We are continuing to collect data and student opinions on the possibility of adding an additional technology class, and we will make a decision on it next year.

2019-2020:

According to data collected in previous years, students desire additional technology instruction, primarily in the professional Adobe software programs. In response to this, we have made curriculum changes to introduce computer skills earlier in the program, including the basics of Macintosh computer usage, Adobe InDesign, Adobe Premiere Pro, Adobe Photoshop, and Adobe Dreamweaver.

The primary action for technology improvement was a re-sequencing of technology courses. MCOM 231 was renamed Introduction to Media Technology and reconfigured to cover all of the basic software programs. MCOM 340 was renamed Visual Storytelling. This course builds on the video production and Adobe Premiere Pro that was introduced in MCOM 231. MCOM 355 Emerging Media Practices was already in existence, but instruction was shifted so that material was reinforced since Dreamweaver and Photoshop was introduced in MCOM 231. MCOM 343 News Production and MCOM 338 Writing for Public Relations were already in existence but instruction was shifted so that material was reinforced since InDesign was introduced in MCOM 231. All majors are required to take MCOM 231 so that all majors will learn these basic software programs.

2020-2021:

The primary concern that the department has been working on for the last several years is outlining the most effective way to present technology to our students. Following from last year, this year we implemented the changes in MCOM 231 and MCOM 355.

Additionally, the department rebranded two of the concentrations under the BS of Mass Communication to better reflect the growth areas in the field. Sales Communication was rebranded as Strategic Communication, and New Media was rebranded as Integrated Digital Media.

2021-2022:

Previously, we rebranded our New Media concentration as Integrated Digital Media. This rebranding led to an increase in majors for this concentration. For the 2020-2021 Spring semester, we had 16 New Media majors. For the 2021-2022 Spring semester, we have 22 majors in Integrated Digital Media and 5 majors continuing in New Media from last year.

2022-2023:

Purchased 20 new 24" iMac computers for the computer classroom and updated connecting hardware to facilitate transfer of video and student files for production and lab classes. Purchased new furnishings for the mass comm classroom in which we teach upper-level major classes. Additionally, the department adapted the low-enrollment Strategic Communication concentration to Sports and Entertainment Communication in response to student demand and national job outlook data. The new concentration incorporates one new course designed specifically for the new concentration and four existing courses teaching skills relevant to the concentration area. The Sports and Entertainment concentration currently has 9 students enrolled.

4 Program Highlights from the Reporting Year

2018-2019:

The department is currently undergoing a self-study. Desired student learning outcomes have been identified for the degree as a whole. This year, we are examining the assessment measures that we have for these students learning outcomes, and we will be making changes to our assessment plan.

2019-2020:

The department was allowed to hire an emergency assistant professor. This instructor (Kameron Lunon) has an MFA in video production and up-to-date knowledge of video production software to revitalize that aspect of the curriculum.

The department also had a faculty member (Christa Bell) that was chosen among international candidates to study with a Scripps Howard Fellowship for Entrepreneurial Journalism. She was one of only 15 chosen.

2020-2021:

The department was able to hire Kameron Lunon as a new tenure track assistant professor. He took the lead in much of our video production classes.

The department released a new speech textbook. Of the nine permanent faculty, seven contributed to the production of the new textbook.

This year, the university was also significantly impacted by two hurricanes. This has affected all of the department's plans for the year.

2021-2022:

- We revised the COMM 201 Speak Easy textbook to be more in line with program objectives.
- We completed an extensive self-study examining the Mass Communication program.
- We held two programs for majors to develop cohesiveness among the department.
- We redesigned one of our classrooms into a new collaborative workspace for classes with group work components.

2022-2023:

- Hired Tryfon Boukouvidis (ABD from Louisiana State University) as a new instructor of mass communication and director of forensics.
- A speech and debate team member won an Excellence award in impromptu speaking at the national Pi Kappa Delta tournament
- Assistant professor Kameron Lunon was selected for the J.P. Morgan Chase Bank Professorship
- Hosted six guest speakers from local businesses and organizations
- Instituted semi-semester (twice a semester) gathering of students
- Assistant Professor Amy Veuleman is ABD as of this spring.
- Instructor Morgan LeBleu completed a second master's degree, graduating from Louisiana State University.
- Instructor Tryfon Boukouvidis published in the International Communication Gazette
- A senior student presented at the UL System academic summit
- Four faculty members presented a panel at the PRSA Educator's Academy national conference

- Assistant Professor Kameron Lunon presented at the UL System Summit
- Instructor Robert Markstrom was named the Texas Intercollegiate Forensic Association Educator of the Year
- Collaborated with the English Department in an interdisciplinary course in screenwriting
- Held an inaugural annual mixer with a local professional organization, the SWLA PROS (SWLA Public Relations Officers).
- Assistant Department Head Christa Bell completed the Advanced Online Teaching certification through the Online Learning Consortium.

5 Program Mission

The mission of the Department of Mass Communication is to support the mission of McNeese State University. The department will enable graduates to improve their media and professional communication activities, knowledge and awareness of multicultural communication, and enhance communication professions through a focus on:

- Critical thinking in a variety of contexts;
- Service to the university and community in assessing and improving oral and written communication skills;
- Professionalism and ethical understanding; and,
- Understanding of mass media and its technological applications.

Fundamental to this mission is the faculty commitment to excellence in teaching, community service, and student success.

6 Institutional Mission Reference

The Department of Mass Communication supports McNeese State University's mission statement by offering the only baccalaureate degree in mass communication for Southwest Louisiana.

7 Assessment and Benchmark MCOM 400 Graduating Senior Questionnaire

Assessment: The questionnaire is given to graduating seniors in MCOM 400 - Senior Seminar.

Benchmark: 75% of students that finish their degree will self-assess their knowledge of technology as defined by the goals listed on the technology survey at the good or excellent level.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

MCOM 400 tech survey

Outcome Links

Technology [Program]

Students will apply current methods and technologies appropriate for the communication professions in which they work and to understand the digital world.

7.1 Data [Approved]

Pre-degree knowledge of technology:

Academic Year	Poor		Neutral		Good	
	#	%	#	%	#	%
2017-2018	18/22	81.82%	3/22	13.64%	1/22	4.55%
2018-2019*	5/7	71.43%	1/7	14.29%	1/7	14.29%
2019-2020	15/22	68.18%	6/22	27.27%	1/22	4.55%
2020-2021	14/19	73.68%	3/19	15.8%	2/19	10.53%
2021-2022	14/24	58.33%	7/24	29.17%	3/24	12.5%
2022-2023	14/26	53.85%	8/26	30.77%	4/26	15.38%

Post-degree knowledge of technology:

Academic Year	Poor		Neutral		Good	
	#	%	#	%	#	%
2017-2018	0/22	0%	5/22	22.73%	17/22	77.27%

2018-2019*	0/7	0%	1/7	14.29%	6/7	85.71%
2019-2020	0/22	0%	3/22	13.64%	19/22	86.36%
2020-2021	0/19	0%	4/19	21.05%	14/19	73.68%
2021-2022	0/24	0%	4/24	16.67%	20/24	83.33%
2022-2023	0/26	0%	2/26	7.69%	24/26	92.31%

*Note: The data for the 2018-19 year only reflects one semester. The other semester data has been lost.

7.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

We have met our benchmark.

We have two problems with this measure. First, the data are not useful to us as they stand. Second, the assessment has little participation across the department. We are examining how to better construct our assessment data.

2019-2020:

We have met our benchmark.

To address the problem with assessment participation, we have made this exit survey a required part of MCOM 400. The problem with this that we have to address is that the data is no longer anonymous. We will investigate anonymous methods of submission through Moodle that will still allow us to track whether students have turned in the survey.

2020-2021:

We have met our benchmark.

Due to COVID-19 and two hurricanes, we have been unable to implement any of the changes that we have discussed.

We plan on adding an assessment data collection measure in MCOM 231 to give a basis of comparison for early in the program to late in the program.

2021-2022:

We have met our benchmark. We have decided to revise the questionnaire to examine specific software programs in addition to examining overall technology knowledge.

2022-2023:

We have met our benchmark. The percentage of students who assess their technology knowledge at the "Good" level has increased year over year. Graduating seniors are still impacted by COVID and the hurricanes, so their access to technology for the foundation courses was more limited than students who were not impacted. Partially in response to student comments and partially in response to professional requirements, our plan is to integrate the Adobe Suite into additional major classes.

8 Assessment and Benchmark MCOM 400 Exit Exam

Assessment: Exit Exam questions related to SLO 3: Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Benchmark: 70% of students will score at 70% or higher on pertinent exit exam questions.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

MCOM 400 exit exam

[Outcome Links](#)

Critical Evaluation [Program]

Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate

style and grammatical correctness.

8.1 Data

Academic Year	Students scoring 70% or higher	
	#	%
2018-2019	5/7	71.43%
2019-2020	23/29	79%
2020-2021	23/29	79%
2021-2022	27/27	100%
2022-2023	22/26	84.62%

*Note: One semester of data missing.

8.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

We met our benchmark.

The faculty have decided that this is not a very useful measure. We are looking at ways to replace it.

2019-2020:

We met our benchmark.

The faculty have decided that these questions are not adequate and should be rewritten. However, we have decided that we will continue to use this format as a method of data gathering

2020-2021:

We met our benchmark.

We were unable to adequately change the method of data gathering because of COVID-19 and two hurricanes.

2021-2022:

We met our benchmark. We have decided to change our questions on the exit exam to be more indicative of critical thinking.

2022-2023:

We met our benchmark. Our plan is to hold a working session with faculty members and professional members of the community to revise the exit exam questions to better reflect not only the student learning outcome but also current professional needs.

9 Assessment and Benchmark MCOM 400 Embedded Writing Rubric Assignment

Assessment: Embedded Writing Rubric Assignment.

Benchmark: 70% of students completing the course will satisfactorily complete the embedded assignment with a score of 70% or higher on the writing rubric in MCOM 400.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

MCOM 400 career rubric

Outcome Links

Professional Writing [Program]

Students will write correctly and clearly in forms and styles appropriate for the communication professions, audiences, and purposes they serve.

9.1 Data

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Academic Year	Students that scored 70% or higher	
	#	%
2017-2018	—	—
2018-2019	20/20	100%
2019-2020	29/29	100%
2020-2021	29/29	100%
2021-2022	27/27	100%
2022-2023	26/26	100%

9.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

We met our benchmark.

The new assignment asks students to analyze their career choice; therefore, they both illustrate their writing and learn about their career prior to entering the workforce. Since 100% scored highly at this assessment, the faculty is not sure how to improve this, other than to change the measure so that more students will fail the measure.

2019-2020:

We met our benchmark.

The faculty will examine changing the rubric for this measure so that the review of assignments is more critical.

2020-2021:

We met our benchmark.

We were unable to adequately implement any changes this year due to COVID-19 and two hurricanes. We will implement changes for the 2021-2022 term.

2021-2022:

We met our benchmark. We have decided to change the assignment to a writing assignment geared toward professional writing in mass communication from the portfolio. We will also be revising the rubric for that assignment.

2022-2023:

We met our benchmark. We have decided to include our newly re-formed professional advisory council along with faculty to evaluate writing samples from student portfolios to more accurately assess professional writing for the discipline.

10 Assessment and Benchmark

Assessment: Supervisors evaluate students on the following criteria:

1. SLO1 - Students will write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.
2. SLO2 - Students will apply current methods and technologies appropriate for the communication professions in which they work, and to understand the digital world.
3. SLO3 - Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
4. SLO4 - Students will communicate effectively orally to large groups and one-on-one.

Benchmark 1: 70% of students completing the internship will score a minimum of 4.00 on a 5-point evaluation scale completed by the internship supervisor for SLO1.

- Prior to 2017-2018, the benchmark was a score of 3.00/5.00.
- Prior to 2014-2015, the benchmark was a score of 2.00/4.00.

Benchmark 2: 70% of students completing the internship will score a minimum of 4.00 on a 5-point evaluation scale completed by the internship supervisor for SLO2.

- Prior to 2018-2019, the benchmark was a score of 3.00/5.00.

Benchmark 3: 70% of students completing the internship will score a minimum of 4.00 on a 5-point evaluation scale completed by the internship supervisor for SLO3.

- Prior to 2018-2019, the benchmark was a score of 3.00/5.00.

Benchmark 4: 70% of students completing the internship will score a minimum of 4.00 on a 5-point evaluation scale completed by the internship supervisor for SLO4.

- Prior to 2018-2019, the benchmark was a score of 3.00/5.00.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

SupervisorInternEval

Outcome Links

Critical Evaluation [Program]

Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Effective Communication [Program]

Students will communicate effectively verbally to large groups and one-on-one.

Professional Writing [Program]

Students will write correctly and clearly in forms and styles appropriate for the communication professions, audiences, and purposes they serve.

Technology [Program]

Students will apply current methods and technologies appropriate for the communication professions in which they work and to understand the digital world.

10.1 Data

Academic Year	Students that scored 4.00 or higher	
	#	%
2013-2014	32/33	96.70%
2014-2015	36/37	94.74%
2015-2016*	18/19	94.70%
2016-2017**	29/31	93.55%
2017-2018	16/16	100%
2018-2019*	9/10	90%
2019-2020**	15/17	88.23%
2020-2021*	24/26	92.31%
2021-2022*	25/27	92.59%
2022-2023**	18/20	90%

*1 student ranked N/A

**2 students ranked N/A

Outcome Links

Professional Writing [Program]

Students will write correctly and clearly in forms and styles appropriate for the communication professions, audiences, and purposes they serve.

10.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

We met our benchmark.

The internship supervisors have rated all of our students highly on their ability to write, with the exception of one student who did not have writing as part of his internship. This data do not tell us anything meaningful that we can improve on other than we continue to emphasize writing in our curriculum.

2019-2020:

We met our benchmark.

Two students were ranked N/A for the writing measure. Other than that, all students were rated highly on writing. From the comments of internship supervisors on this measure, we should continue to emphasize writing in the curriculum and add more job-related professional communication into class assignments.

2020-2021:

We met our benchmark.

One student was ranked N/A for the writing measure. One student was ranked at a 3. We are continuing to examine methods that we can better determine writing abilities.

We weren't able to implement anything discussed for this term due to COVID-19 and two hurricanes.

2021-2022:

We met our benchmark. We have decided to add a question to the internship supervisor evaluation form that asks whether the supervisor would write a letter of recommendation for the student. Since we have a concern that the supervisor may just be reluctant to say anything negative about the student, this will give us a validation measure for the evaluation.

2022-2023:

We met our benchmark. Two of 20 students were not evaluated on writing; however, 100% of employers said they would hire a student with the qualifications of our interns.

10.2 Data

Academic Year	Students that scored 4.00 or higher	
	#	%
2014-2015	20/20	100%
2015-2016	16/17*	94.12%
2016-2017	19/20*	95%
2017-2018	16/16	100%
2018-2019	10/10	100%
2019-2020	16/17*	94.12%
2020-2021	25/26	96.15%
2021-2022	26/27	96.3%
2022-2023	18/20*	90%

*1 student ranked N/A

Outcome Links

Technology [Program]

Students will apply current methods and technologies appropriate for the communication professions in which they work and to understand the digital world.

10.2.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

We met our benchmark.

Internship supervisors were universally satisfied with the students understanding of technology. We are discussing trying to divide out different types of technology, so that we will not meet our benchmark and will have some room for improvement.

2019-2020:

We met our benchmark.

One student received a rating of N/A since technology was not a part of that internship. We are continuing to discuss methods of improving the internship evaluation process.

2020-2021:

We met our benchmark.

One student received a rating of less than 4. We were unable to adequately decide on a method of improving the internship evaluation process because of COVID-19 and two hurricanes. We will continue working on the internship evaluation process.

2021-2022:

We met our benchmark. We have decided to add a question to the internship supervisor evaluation form that asks whether the supervisor would write a letter of recommendation for the student. Since we have a concern that the supervisor may just be reluctant to say anything negative about the student, this will give us a validation measure for the evaluation.

2022-2023:

We met our benchmark. Internship supervisors were extremely complimentary of students' knowledge of technology overall. We have worked to incorporate more production elements into lab-based coursework to address some continuing needs. All 20 supervisors said they would hire a candidate with the technological knowledge the students have.

10.3 Data

Academic Year	Students that scored 4.00 or higher	
	#	%
2014-2015	19/20	95%
2015-2016**	15/17	88.24%
2016-2017*	19/20	95%
2017-2018**	14/16	87.5%
2018-2019	10/10	100%
2019-2020	17/17	100%
2020-2021	25/26	96.15%
2021-2022	25/27	92.59%
2022-2023***	16/20	80%

*1 student ranked N/A

**2 students ranked N/A

***4 students ranked N/A

Outcome Links

Critical Evaluation [Program]

Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

10.3.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

We met our benchmark.

The wording of this particular assessment is difficult to grasp; however, this is the exact wording used by the ACEJMC accreditation board for Journalism/Mass Communication. Even though we are not accredited, we are still working with the same standards in mind. But since this wording is not particularly specific, we are considering changing it.

2019-2020:

We met our benchmark.

We are still working with the wording of the ACEJMC accreditation board; however, we have concerns about bringing our department out of alignment with our professional accreditation.

We are also considering how we can work with the internship supervisor evaluation to receive more specific information.

2020-2021:

We met our benchmark.

We were unable to implement any changes due to COVID-19 and two hurricanes. We are working on making the changes in the wording of the SLO and the internship supervisor evaluation for the 2021-2022.

2021-2022:

We met our benchmark. We have decided to add a question to the internship supervisor evaluation form that asks whether the supervisor would write a letter of recommendation for the student. Since we have a concern that the supervisor may just be reluctant to say anything negative about the student, this will give us a validation measure for the evaluation.

2022-2023:

We met our benchmark. Of the supervisors who evaluated students based on their ability to critically evaluate their work and that of others, 100% ranked students at the maximum level.

10.4 Data

Academic Year	Students that scored 4.00 or higher	
	#	%
2014-2015	20/20	100%
2015-2016	17/17	100%
2016-2017	20/20	100%
2017-2018	16/16	100%
2018-2019	10/10	100%
2019-2020	15/17	88.24%
2020-2021	26/26	100%
2021-2022*	26/27	96.3%
2022-2023	20/20	100%

*1 student ranked N/A

Outcome Links

Effective Communication [Program]

Students will communicate effectively verbally to large groups and one-on-one.

10.4.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

We met our benchmark.

Supervisor evaluations show that 100% of our students completing an internship over the past five years have scored high on communication abilities. As a faculty, we have discussed how we can improve here. We are considering changing the benchmark or assessment method; however, the ability to communicate is an essential skill for any mass communication major.

2019-2020:

We met our benchmark.

This year was the first time we did not have 100% in this measure. Both students who received less than a 4 in the ranking were from internships completed in the Spring 2020 semester. We believe that this might have been a result of the disruption of COVID-19 to this semester. Since our students traditionally work internships in person, the transition to an all online environment may have contributed to this reduction. We have decided to watch this and see if it continues as a trend.

2020-2021:

We met our benchmark.

Since the measure is back to 100%, it supports our thoughts that last year's reduction in rating was due to COVID-19.

Since we had two hurricanes and COVID-19, we were unable to implement changes in the supervisor evaluation. We intend to implement these changes for the 2021-2022 term.

2021-2022:

We met our benchmark. We have decided to add a question to the internship supervisor evaluation form that asks whether the supervisor would write a letter of recommendation for the student. Since we have a concern that the supervisor may just be reluctant to say anything negative about the student, this will give us a validation measure for the evaluation.

2022-2023:

We met our benchmark. All internship supervisors rated the students at a level of four or better for verbal communication skills. We plan to incorporate more consistent standards and develop a rubric and or marking guidelines for verbal communication rankings to better pinpoint which skills need to be improved.

End of report