



## Department of Mass Communication

#8 Plan cycle - 8

Plan cycle 2022/2023

7/1/22 - 6/30/23

## 1 Assessment and Benchmark

Prior to 2018-2019, the benchmark was track student enrollments at each level and in each concentration. Maintain or exceed 2014-2015 levels of declared majors:

- MCOM - BS Mass Communication
  - INDM - Integrated Digital Media Concentration (effective 202040)
  - JOUR - Journalism Concentration
  - MEPR - Media Production Concentration (effective 201040; inactive effective 201540)
  - NMED - New Media Concentration (effective 201540; inactive effective 202040)
  - PUBR - Public Relations Concentration
  - RDTV - Radio and Television Concentration (inactive effective 201040)
  - SCOM - Strategic Communication Concentration (effective 202040)
  - SLCM - Sales Communication Concentration (effective 201540; inactive effective 202040)

## 1.1 Data

2018-2019:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
MCOM	JOUR	1	1	2	4	8	0	8	7	11	9	35	4	8	8	8	10	34	2
	MEPR	0	0	0	1	1	0	0	0	0	1	1	1	0	0	0	0	0	0
	NMED	0	1	1	1	3	0	6	7	4	2	19	0	5	5	4	3	17	1
	PUBR	2	0	5	3	10	0	8	10	14	11	43	2	11	10	11	16	48	8
	SLCM	0	0	1	1	2	0	0	0	2	1	3	0	2	0	2	3	7	1
	(blank)	0	0	0	0	0	0	4	0	0	0	4	0	0	0	0	0	0	0
<b>Total</b>		<b>3</b>	<b>2</b>	<b>9</b>	<b>10</b>	<b>24</b>	<b>0</b>	<b>26</b>	<b>24</b>	<b>31</b>	<b>24</b>	<b>105</b>	<b>7</b>	<b>26</b>	<b>23</b>	<b>25</b>	<b>32</b>	<b>106</b>	<b>12</b>

2019-2020:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
MCOM	JOUR	0	1	2	3	6	1	9	7	7	13	36	5	6	7	6	9	28	7
	NMED	1	3	1	0	5	0	8	7	8	4	27	1	5	5	9	6	25	2
	PUBR	1	1	1	6	9	0	12	14	12	14	52	5	6	15	13	18	52	7
	SLCM	0	1	0	3	4	0	2	2	1	4	9	1	3	1	1	4	9	2
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>		<b>2</b>	<b>6</b>	<b>4</b>	<b>12</b>	<b>24</b>	<b>1</b>	<b>31</b>	<b>30</b>	<b>28</b>	<b>35</b>	<b>124</b>	<b>12</b>	<b>20</b>	<b>28</b>	<b>29</b>	<b>37</b>	<b>114</b>	<b>18</b>

2020-2021:

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MCOM	PUBR	0	1	4	7	12	2	11	10	15	15	51	4	6	8	18	13	45	6
	SCOM	0	0	0	0	0	0	0	0	1	2	3	0	0	0	1	4	5	2
	SLCM	0	1	0	0	1	0	1	2	1	2	6	1	0	1	2	1	4	1
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>		<b>2</b>	<b>6</b>	<b>8</b>	<b>12</b>	<b>28</b>	<b>2</b>	<b>20</b>	<b>29</b>	<b>33</b>	<b>35</b>	<b>117</b>	<b>11</b>	<b>14</b>	<b>22</b>	<b>38</b>	<b>32</b>	<b>106</b>	<b>17</b>

2021-2022:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
MCOM	INDM	0	1	0	1	2	0	5	5	6	1	17	0	6	5	5	2	18	1
	JOUR	0	0	1	1	2	0	11	2	5	7	25	1	7	6	4	8	25	5
	NMED	0	0	0	2	2	1	0	1	2	5	8	1	1	1	0	6	8	1
	PUBR	2	0	1	4	7	0	5	11	7	15	38	3	6	10	10	16	42	9
	SCOM	0	0	0	0	0	0	1	0	0	4	5	1	0	2	0	4	6	3
	SLCM	0	0	1	1	1	0	0	1	1	1	3	0	0	1	0	2	3	2
	(blank)	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0
<b>Total</b>		<b>2</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>14</b>	<b>1</b>	<b>23</b>	<b>20</b>	<b>21</b>	<b>33</b>	<b>97</b>	<b>6</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>38</b>	<b>103</b>	<b>21</b>

2022-2023:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
MCOM	INDM	0	0	1	1	2	0	4	7	5	5	21	0	2	10	7	4	23	4
	JOUR	0	1	0	2	3	0	3	9	4	6	22	3	4	10	6	3	23	1
	NMED	0	0	0	0	0	0	0	0	0	5	5	4	0	0	0	1	1	1
	PUBR	0	1	2	2	5	0	8	7	15	11	41	3	8	10	14	12	44	8
	SCOM	0	0	0	1	1	0	0	0	2	1	3	0	0	0	1	3	4	2
	SLCM	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0
	(blank)	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>		<b>0</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>12</b>	<b>0</b>	<b>15</b>	<b>23</b>	<b>27</b>	<b>28</b>	<b>93</b>	<b>10</b>	<b>14</b>	<b>30</b>	<b>29</b>	<b>23</b>	<b>96</b>	<b>16</b>

Percentage Change between 2017-2018:

Major	Fall	Total	% Change
MCOM	2017	97	8.247%
	2018	105	
<b>Total</b>	<b>2017</b>	<b>97</b>	<b>8.247%</b>
	<b>2018</b>	<b>105</b>	

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
MCOM	2018	105	18.095%
	2019	124	

<b>Total</b>	<b>2018</b>	<b>105</b>	<b>18.095%</b>
	<b>2019</b>	<b>124</b>	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
MCOM	2019	124	-5.645%
	2020	117	
<b>Total</b>	<b>2019</b>	<b>124</b>	<b>-5.645%</b>
	<b>2020</b>	<b>117</b>	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
MCOM	2020	117	-17.094%
	2021	97	
<b>Total</b>	<b>2020</b>	<b>117</b>	<b>-17.094%</b>
	<b>2021</b>	<b>97</b>	

Percentage Change between 2021-2022:

Major	Fall	Total	% Change
MCOM	2021	97	-4.123%
	2022	93	
<b>Total</b>	<b>2021</b>	<b>97</b>	<b>-4.123%</b>
	<b>2022</b>	<b>93</b>	

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

From 2017-18 to 2018-19, enrollment in Mass Communication has increased by 16.483%. Looking at the specific concentrations, the enrollment is up in each of these:

Journalism – 25 to 34, 36%

Public Relations – 42 to 48, 14.29%

New Media – 14 to 17, 21.43%

Sales Communication – 5 to 7, 40%

The Media Production concentration was discontinued in 2015 in favor of New Media and has seen its last graduate. This concentration should now be reflected as inactive.

From 2014-15 to 2017-18, the department saw a decrease in enrollment from 149 to 91, or 38.93%. The total completers had a corresponding drop from 39 to 25, or 35%. This decrease in enrollment and corresponding decrease in total completers was due primarily to the following factors:

- The current Mass Communication department is a combination of the original Mass Communication department and the former Speech department. Hence much of the existing faculty is more comfortable teaching speech rather than mass communication.
- The faculty for the Mass Communication department in 2017-18 was down two professors and two tenured/tenure track positions. Limited numbers of prerequisite classes were able to be offered because upper level classes also had to be offered for those students graduating.

Actions that have been taken to improve enrollment due to these reasons are:

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SCCM	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
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### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

We did not meet this benchmark. The students we had interested or enrolled in this program were not able to obtain financial aid. We did not realize that financial aid was unavailable for students enrolled in a PBC.

To increase enrollment in the PBC, we are determining a new target audience for the program who does not have the same needs for financial aid.

2019-2020:

To improve recruitment and retention efforts, the department head created a committee to discuss and decide on courses of action.

The first committee meeting was held March 11, 2020. The decision was made to first look at the bachelor's degree and then to work on the PBC. Shortly after the meeting to look at the bachelor's degree, the university was shut down due to Covid-19, and the committee wasn't able to meet again to discuss the PBC.

2020-2021:

Due to the hurricanes and the displacement of faculty members, the committee was unable to meet during this academic year.

2021-2022:

The faculty has discussed eliminating this program. We will be making a decision about the future of the program during the 2022-2023 curriculum meetings.

2022-2023:

Program was eliminated as of Spring 2023.

## 3 Assessment and Benchmark

Benchmarks:

- A persistence rate (students retained from Fall Y1 to Spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

Major:

- MCOM - Bachelor of Science in Mass Communication

### 3.1 Data

#### Fall 2012 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
MCOM	32*	25	78.1	16	50.0	12	37.5	9	28.1	7	21.9	7	21.9	8	25.0

\*3 students were previously undeclared before declaring MCOM.

**Fall 2013 Cohort:**

## Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
MCOM	30*	26	86.7	18	60.0	12	40.0	13	43.3	8	26.7	3	10.0	0	0.0

\*3 students were previously undeclared before declaring MCOM.

**Fall 2014 Cohort:**

## Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
MCOM	13	8	61.5	6	46.2	3	23.1	2	15.4	3	23.1	3	23.1	3	23.1

**Fall 2015 Cohort:**

## Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
MCOM	20	11	55.0	8	40.0	8	40.0	5	25.0	4	20.0	5	25.0	5	25.0

**Fall 2016 Cohort:**

## Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
MCOM	24	17	70.8	11	45.8	9	37.5	8	33.3	6	25.0	7	29.2	8	33.3

**Fall 2017 Cohort:**

## Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
MCOM	12	12	100	9	75.0	7	58.3	6	50.0						

**Fall 2018 Cohort:**

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
MCOM	21	19	90.5	16	76.2	13	61.9	9	42.9						

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
MCOM	20	13	65.0	9	45.0	7	35.0	6	30.0						

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
MCOM	14	14	100	10	71.4	5	35.7								

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2013	30	Y	N	N	N	N	N	N
2014	13	N	N	N	N	N	N	N
2015	20	N	N	N	N	N	N	N
2016	24	N	N	N	N	N	N	N
2017	12	Y	Y	Y	Y			
2018	21	Y	Y	Y	N			
2019	20	N	N	N	N			
2020	14	Y	Y	N				
2021	17	N	N					
2022	10	Y						
<b>Average</b>	<b>19.4</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>

### 3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

In examining the historical data, the total percentages have hovered around the benchmark, with the exception of 2015. 2015 seems to have been a particularly bad year for retention, but we have no data to explain why there was a sudden drop in that year.

Since we have not had this data in the past, we do not know what is impacting the persistence and retention rate. For our next reporting period, we will conduct research to see what impacts these rates.

2019-2020:

To improve recruitment and retention efforts, the department head created a committee to discuss and decide on courses of action.

The first committee meeting was held March 11, 2020. After the initial meeting, the university shut down for Covid-19, so the committee was unable to meet to discuss these numbers specifically and plan accordingly.

2020-2021:

Due to the hurricanes and the displacement of faculty members, the committee was unable to meet during this academic year.

2021-2022:

We are not completely meeting our benchmarks. However, we are also having some problems in recording and interpreting the data. The faculty have decided to examine how the data can be more accurately tracked.

2022-2023:

Benchmarks:

- A persistence rate (students retained from Fall Y1 to Spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

The only benchmark we met was the persistence rate. No other benchmarks were met. The department is looking for ways to increase student involvement in the department. One thing that we have done is started having two lunches for department majors per semester. Members of the department are also looking at what these numbers actually mean. We are unsure whether these include students that transfer

in after their first year or that change their majors after their first year. Since most of our students do not start in the major as freshman, the department does not understand how these students are reflected in this examination.

**Performance Objective 2 Engage in collaborative ventures and campus and community activities which enhance economic development, cultural and artistic growth, and /or educational experiences for the SWLA region and beyond.**

**1 Assessment and Benchmark**

Benchmark: 50% of the full-time faculty serve in a voluntary capacity to community or state agencies and/or organizations.

**1.1 Data**

Academic Year	Faculty participating	
	#	%
2013-2014	—	50%
2014-2015	—	80%
2015-2016	—	70%
2016-2017	9/10	90%
2017-2018	5/10	50%
2018-2019	5/8	62.5%
2019-2020	6/9	67%
2020-2021	6/8	75%
2021-2022	6/7	86%
2022-2023	5/8	62.5%

**1.1.1 Analysis of Data and Plan for Continuous Improvement**

2018-2019:

62.5% of full-time faculty participated in some form of community service or professional service. We have met our benchmark of 50%. However, we continue to have a problem with faculty participating in the APR process. The three faculty members that did not participate in some form of service are also the three faculty members that did not participate in the APR process. It is entirely possible that these faculty have participated in service, but since they did not complete their APR documentation, there is no way to know.

During department meetings for Fall 2019, the department head has encouraged and explained the importance of participation in the APR process.

2019-2020:

We met our benchmark for this year. Of the nine full-time faculty members this year, two did not participate in any community or professional service due to health issues, and one did not participate because he was a visiting professor.

Examples of service for this year were:

- High School Speech Rally host
- The 705: Leadership Organization member
- FBLA Competition judge

2020-2021:

Despite faculty displacement due to the fall 2020 hurricanes, the faculty met the benchmark for the

academic year. Of the eight full-time faculty, six participated in community or professional service.

Examples of service for this year were:

- Society of Professional Journalists Louisiana Professional Chapter board member
- Webster University Speech and Debate Tournament tab room
- Hurricane relief work

2021-2022:

The faculty have met the benchmark this year. Of seven full-time faculty, six participated in community or professional service.

Examples of service this year were:

- Society of Professional Journalists Louisiana Professional Chapter board member
- Senior Counselor for Arkansas Boys State
- CARE Mentor
- Women's Commission of SWLA Conference
- Acadiana Advertising Federation Member

2022-2023:

The faculty have met the benchmark this year. Of eight full-time faculty, five participated in community or professional service.

Examples of service this year were:

- Society of Professional Journalists Louisiana Professional Chapter board member
- Social Studies Fair judge
- Senior Counselor for Arkansas Boys State
- Women's Commission of SWLA Conference
- Pi Kappa Delta Forensics judge

### **Performance Objective 3 Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.**

#### **1 Assessment and Benchmark**

Benchmark: 70% of departmental faculty will meet or exceed the University SEI average.

##### **1.1 Data**

Academic Year	Faculty that met or exceeded SEI average	
	#	%
2013-2014	10/12	75.0%
2014-2015	9/12	92.3%
2015-2016	12/13	75.0%
2016-2017	9/12	83.3%
2017-2018	8/10	80.0%
2018-2019	7/8	87.5%
2019-2020	7/11	64%
2020-2021	6/9	67%
2021-2022	7/8	87.5%
2022-2023	5/8	62.5%

##### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

**2018-2019:**

We have met our expected level of achievement for this benchmark. In a qualitative examination of items on which the faculty do not perform well, it was found that there was little difference between questions. If a faculty member does well on one question, that person also does well on all of the questions. If a faculty member does poorly on one question, that person does poorly on all questions.

Although most of the faculty did very well and all the questions scored highly, the one question that seemed to be the most problematic for the majority of the department was providing pertinent feedback on tests and assignments. This problem has been discussed with the faculty as a whole. We will see if this measure improves next year.

**2019-2020:**

The department did not meet our expected level of achievement for this measure. In part, this may be because faculty members that have no knowledge of online teaching were forced to move classes online due to Covid-19. Since the faculty has always previously met this level of achievement, we believe that this may be an occurrence due to the change for Covid.

**2020-2021:**

The department did not meet our expected level of achievement for this measure. SEIs this year only included the spring 2021 semester, and response rates were extremely low. Many faculty and students were displaced by the hurricanes in the fall 2020 semester. We think that this is a contributing factor to both low response rates and poor performance. We will continue to monitor for the 2021-2022 academic year in hopes of a more normal academic year.

**2021-2022:**

We have met our benchmark this year. However, this measure is problematic in the extremely low response rates in SEIs since the system went to online responses. Of 1583 enrolled students in departmental classes, only 318 or 20% participated in the SEIs. The department will look at ways to either replace this measure or increase the response rates.

**2022-2023:**

We did not meet our benchmark this year. Two of the three faculty that scored below the university average are newer faculty members. A faculty mentor has been assigned to these two junior faculty to help them better organize their classes.

**2 Assessment and Benchmark**

Benchmark: 90% of departmental faculty will meet or exceed 85% on additional SEI questions that are specific to the Department of Mass Communication.

Prior to 2017-2018, the benchmark was 70% of departmental faculty will meet or exceed 85%.

**2.1 Data**

Academic Year	Faculty that met or exceeded 85%	
	#	%
2013-2014	—	93.3%
2014-2015	—	91.6%
2015-2016	—	100%
2016-2017	12/12	100%
2017-2018	9/10	90.0%
2018-2019	7/8	87.5%
2019-2020	8/11	73%
2020-2021	7/9	78%
2021-2022	7/8	87.5%

2022-2023	8/8	100%
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### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

We have not met our expected level of achievement for this benchmark. With our current number of full-time faculty members (eight), we would have to score 100% to meet this benchmark.

In a qualitative examination of items in which the faculty do not perform well, it was found that there was little difference between questions. If a faculty member does well on one question, that person also does well on all of the questions. If a faculty member does poorly on one question, that person does poorly on all questions.

Nearly all faculty scored high on these questions. The one question that could be improved on was the professor available for additional help. However, that really was only a consistent problem with one faculty member.

2019-2020:

The department did not meet our expected level of achievement for this measure. In part, this may be because faculty members that have no knowledge of online teaching were forced to move classes online due to Covid-19. Since the faculty has always previously met this level of achievement, we believe that this may be an occurrence due to the change for Covid.

2020-2021:

The department did not meet our expected level of achievement for this measure. SEIs this year only included the spring 2021 semester, and response rates were extremely low. Many faculty and students were displaced by the hurricanes in the fall 2020 semester. We think that this is a contributing factor to both low response rates and poor performance. We will continue to monitor for the 2021-2022 academic year in hopes of a more normal academic year.

2021-2022:

We have met our benchmark this year. However, since this measure is an extension of the SEI questions, we have the same problem with this measure as the other measure for this category - that being the extremely low response rates in SEIs since the system went to online responses. Again, of 1583 enrolled students in departmental classes, only 318 or 20% participated in the SEIs. Again, the department will look at ways to either replace this measure or increase the response rates.

2022-2023:

We met our benchmark this year. We are continuing to look at ways to increase the response rate, since our response rate for SEIs continues to remain exceedingly low. We are investigating an alternative SEI measure for the department, since the university's SEI measures are systemically low.

## Performance Objective 4 Demonstrate commitment to research and creative and scholarly activity.

### 1 Assessment and Benchmark

Benchmark: A minimum of 25 items from the following list will be completed by faculty:

- Publish book, article, book chapter, or other similar professional writing.
- Present article, panel, or speech at convention.
- Chair or respond to a panel at a professional conference.
- Review of book, chapter, article, speech for a professional medium.
- Demonstrate progress in a stated research program or activity.
- Produce creative project, such as approved video production, web production, speech presentations and other similar projects.

#### 1.1 Data

Academic Year	# of items completed
2013-2014	12

2014-2015	14
2015-2016	60
2016-2017	27
2017-2018	40
2018-2019	55
2019-2020	40
2020-2021	27
2021-2022	29
2022-2023	16

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

As previously stated, the department consists of six instructors. The research requirements for instructors needs to be clarified University-wide. Our interpretation of acceptable research is not necessarily the same as the above benchmark. In the faculty's self-reported numbers, the benchmark was met.

In attempting to compile a list of the pertinent items for this report, it was discovered that there are some inconsistencies in how individuals are reporting information. The information from this report is taken from a separate list that individuals respond to for their APR. This form is attached. It has become apparent that not everyone in the department is defining "scholarly or creative work" the same way. This will be clarified for next year's reporting.

2019-2020:

The department met out goal for the year, but due to the sudden university closure because of the Covid-19 pandemic, the faculty were unable to meet and clarify the method of reporting.

The most significant of the items completed was a rewrite of the Speak Easy book for COMM 201 Public Speaking. Seven members of the department collaborated on the rough draft splitting 17 chapters for a rewrite.

2020-2021:

The department met our goal for the year, but due to the two hurricanes, the faculty were unable to meet and clarify the method of reporting.

During the fall semester, the faculty completed revising and editing the COMM 201 Public Speaking textbook, Speak Easy.

2021-2022:

The department has met our goal for the year. Two of the faculty in the department are completing PhD programs in the field, and one member of the faculty is completing a second masters in the field. Additionally, one member of the faculty is working on a second master's in a related field.

The department faculty also revised the COMM 201 Public Speaking textbook, Speak Easy. This edition is one later than the 2020-2021 edition.

2022-2023:

We did not meet our research goals for this year. Part of this is because we had an emergency hire who was not expected to do any research, and one member of the faculty failed to file a report for APR this year. We have two faculty members that are continuing to progress on their dissertations. We will continue to encourage participation in research and see if the level of research has returned next year.

[Master Plan Form](#) [PDF 38 KB 2/18/20]

## Performance Objective 5 Curriculum Development

### 1 Assessment and Benchmark

Benchmark: Program Curriculum Committee faculty meet three times per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities.

### 1.1 Data

2018-2019:

The curriculum committee met three times during the 2018-19 academic year. The minutes for the last two meetings are attached. The first meeting was a brainstorming session in which no minutes were kept.

2019-2020:

The curriculum committee met once during the 2019-2020 academic year. The minutes are attached. The remaining two meetings were scheduled for the spring 2020 semester, which was interrupted due to Covid-19. Since all classes went online suddenly, most of that semester was spent in adapting classes to online and dealing with the problems from Covid.

2020-2021:

Due to the hurricanes and the displacement of many faculty members because of hurricane damage, the curriculum committee was unable to meet during the 2020-2021 academic year.

2021-2022:

The curriculum committee met once formally. However, the department as a whole met several times informally to complete a self-study. As part of this self-study, the faculty addressed several issues with the curriculum that will be addressed as part of the 2022-2023 curriculum development.

The curriculum meeting minutes and the self-study are attached.

2022-2023:

The curriculum committee met formally twice and as part of the entire department once. Those minutes are attached below.

[3-8-19 Curriculum Committee Meeting minutes](#) [DOCX 20 KB 2/18/20]

[8-11-22 Department meeting minutes](#) [DOCX 22 KB 7/17/23]

[8-29-22 Curriculum Committee Meeting minutes](#) [DOCX 21 KB 7/17/23]

[9-2-22 Curriculum Committee Meeting minutes](#) [DOCX 19 KB 7/17/23]

[9-24-21 Curriculum Committee Meeting minutes](#) [DOCX 19 KB 7/15/22]

[9-25-19 Curriculum Committee meeting minutes \(2019\\_11\\_14 19\\_09\\_41 UTC\)](#) [DOCX 17 KB 8/20/21]

[Curriculum Committee meeting 2-6-19](#) [DOCX 22 KB 2/18/20]

[MCOMSelfStudy](#) [PDF 1,012 KB 7/15/22]

#### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

The curriculum committee discussed the future of the field and the necessary student learning outcomes related to this. We also discussed the current standards of accreditation in the field. The committee decided to add an assessment to the BS in Mass Communication program master plan examining career preparation. The wording and benchmark for this are still being determined.

2019-2020:

The curriculum committee decided, in keeping with the current direction in the field, to change the names of two concentrations. The "New Media" concentration was renamed "Integrated Digital Media" to clarify what the concentration emphasized. "Sales Communication" was renamed "Strategic Communication" to more precisely identify the theoretical side of the concentration.

In addition, from research in the field and interviews with recent graduates, the curriculum committee decided that the students needed an introductory technology course to familiarize themselves with the computer and software, so that students would be better able to advance in the upper level courses. MCOM 231, which was a video production course, was reformatted to include additional basic technology and reduce the emphasis on video production. Other technology classes were reformatted to

take into consideration the new knowledge students would be bringing into the classes.

2020-2021:

Due to the hurricanes that hit in fall 2020, the curriculum committee was unable to meet. No changes were made.

2021-2022:

The curriculum committee decided to create a new class for media writing that all majors could take to help enrollment issues. The committee also identified SLOs for all major classes. These SLOs will guide curriculum development for 2022-2023.

2022-2023:

The curriculum committee decided that due to the low enrollment in the PBC and concentration in Strategic Communication, which required the same classes, both would be eliminated. Based on research into areas of growth in the field, the committee decided to add a new concentration of Sports and Entertainment Communication.

## **Performance Objective 6 Students will connect learning with professional experiences through learning experiences outside of the classroom.**

### **1 Assessment and Benchmark**

Benchmark: 90% of graduating seniors will complete at least three credit hours of internship experience.

#### **1.1 Data**

Academic Year	Students that completed at least three hours of internship	
	#	%
2014-2015	42/42	100%
2015-2016	30/30	100%
2016-2017	32/32	100%
2017-2018	29/29	100%
2018-2019	19/19	100%
2019-2020	31/31	100%
2020-2021	30/30	100%
2021-2022	28/28	100%
2022-2023	26/26	100%

Reported data is the number of graduating students for the academic year that have completed an internship. The internship is not necessarily completed during their senior year.

[Interns\\_S21\\_U21](#) [DOCX 14 KB 8/20/21]

[InternshipLocations\\_S22\\_S23](#) [DOCX 14 KB 7/19/23]

[Internships - Summer 2019 - Summer 2020](#) [DOCX 14 KB 8/20/21]

[MCOM Internships](#) [XLSX 42 KB 2/18/20]

#### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

2018-2019:

Since we are reporting how many of the students graduating had an internship in this measure, rather than how many students completed an internship in this year, we do not have complete records to report where these students worked for their internships. This is a flaw in our record keeping that will be corrected.

2019-2020:

Since all of our graduating seniors have completed at least one internship, we have met our benchmark.



2020-2021:

All graduating seniors have completed at least one internship. We have met our benchmark. We will continue to require every student to take an internship.

2021-2022:

All 28 graduating seniors have completed at least one internship. We will continue to require an internship for all students and develop relationships with organizations that offer internships.

2022-2023:

We have met our benchmark for the year. Of the graduating seniors, 100% have completed an internship. We will continue our growth in developing relationships that lead to internships.