



Department of Mass Communication

#9 Plan cycle - 9

Plan cycle 2023/2024

7/1/23 - 6/30/24

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

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
Total		2	6	4	12	24	1	31	30	28	35	124	12	20	28	29	37	114	18

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	1	1	1	0	3	0	2	5	1	0	8	0	4	3	6	0	13	0
	JOUR	1	3	2	3	9	0	5	6	8	7	26	2	4	7	6	6	23	4
	NMED	0	0	1	2	3	0	1	6	7	9	23	4	0	3	5	8	16	4
	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
Total		2	6	8	12	28	2	20	29	33	35	117	11	14	22	38	32	106	17

[illegible]

MCOM	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
Total		2	1	3	8	14	1	23	20	21	33	97	6	20	25	20	38	103	21

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
Total		0	2	3	7	12	0	15	23	27	28	93	10	14	30	29	23	96	16

2023-2024:

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	1	1	1	2	5	0	5	3	6	6	20	1	5	2	6	6	19	5
	JOUR	1	0	0	1	2	0	5	1	6	4	16	1	3	2	3	4	12	3
	PUBR	4	2	2	3	11	0	10	12	8	13	43	2	7	16	9	14	46	11
	SCOM	0	0	0	1	1	0	0	0	0	2	2	1	0	0	0	1	1	0
	SECM	2	0	0	0	2	0	4	6	6	0	16	0	3	2	9	3	17	0
	SLCM	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		8	3	3	7	21	0	24	22	26	26	98	5	18	22	27	29	96	20

Percentage Change between 2018-2019:

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

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
	2019	124	

MCOM	2020	117	-5.645%
Total	2019	124	-5.645%
	2020	117	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
MCOM	2020	117	-17.094%
	2021	97	
Total	2020	117	-17.094%
	2021	97	

Percentage Change between 2021-2022:

Major	Fall	Total	% Change
MCOM	2021	97	-4.123%
	2022	93	
Total	2021	97	-4.123%
	2022	93	

Percentage Change between 2022-2023:

Major	Fall	Total	% Change
MCOM	2022	93	5.376%
	2023	98	
Total	2022	93	5.376%
	2023	98	

1.1.1 Analysis of Data and Plan for Continuous Improvement

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 committee decided:

- To create 2+2 agreements with both Sowela and Lamar-Orange Community Colleges,
- To increase social media exposure for the department, and
- To create new promotional materials.

For complete details on decisions, please see the included recruiting and retention committee minutes.

Shortly after this meeting, the university closed and all classes went online due to Covid-19. Some of these plans were unable to be acted on.

2020-2021:

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

2021-2022:

We have not met our goal this year.

The department was involved in a self-study that identified several problems within the department. One of the chief problems with the department is the size of the department and the over-reliance on lecturers, such that the workload for members of the department is oppressive. One item that is being examined is how to manage recruitment and retention along with all other requirements for the department. The department is currently examining how to shift workloads so that more time is available for recruitment and retention.

2022-2023:

We have not met our goal this year.

After researching fields with market growth, we have added a new concentration in Sports and Entertainment Communication. In order to support this new concentration, we have eliminated the Strategic Communication concentration, which had the lowest enrollment of all Mass Comm concentrations.

2023-2024:

We have met our goal this year.

Adding a concentration in Sports and Entertainment Communication has been successful in increasing enrollment in the department.

[3-11-20 Recruiting and Retention Committee meeting minutes \(2020_03_12 18_07_32 UTC\)](#) [DOCX 18 KB 8/20/21]

2 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

2.1 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	11	36.7	11	36.7

*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	7	58.3	7	58.3	7	58.3

Fall 2018 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	21	19	90.5	16	76.2	13	61.9	9	42.9						

Major Retention

Fall 2020 Cohort:

Fall 2021 Cohort:

Fall 2022 Cohort:

Fall 2023 Cohort:

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Fall Cohort	Cohort Size	Persistence Rate	Retention Rate			Graduation Rate		
			Y1 to Y2	Y1 to Y3	Y1 to Y4	4-Year	5-Year	6-Year
2012	32	78.1	50.0	37.5	28.1	21.9	21.9	25.0
2013	30	86.7	60.0	40.0	43.3	26.7	36.7	36.7
2014	13	61.5	46.2	23.1	15.4	23.1	23.1	23.1
2015	20	55.0	40.0	40.0	25.0	20.0	25.0	25.0
2016	24	70.8	45.8	37.5	33.3	25.0	29.2	33.3
2017	12	100	75.0	58.3	50.0	58.3	58.3	58.3
2018	21	90.5	76.2	61.9	42.9			
2019	20	65.0	45.0	35.0	30.0			
2020	14	100	71.4	35.7	35.7			
2021	17	70.6	64.7	58.8				
2022	10	90.0	50.0					
2023	17	70.6						
Average	19.2	78.2	56.8	42.8	33.7	29.2	32.4	33.6

2.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:

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%.

Analysis:

We met our retention rate goals from Y1-Y3 with 58.8%. We also exceeded all three graduation rate benchmarks. We have continued the department socials and are working to create networking opportunities with professionals for students as ways of increasing student involvement.

Examining persistence rates is particularly ineffective for our department. Largely, we have no communication with first-time freshmen into the department. First-time freshmen are advised in freshman advising. Usually these students have no idea what mass communication is. Of the 17 students that were in the 2023 cohort, six did not take the required FFND 101 class for mass communication majors. We never saw these students. Of the remaining students, five failed most, if not all, of their classes for the semester.

Since the majority of our students transfer into the department from other universities or majors, a more effective means of evaluation and goal-setting for increasing our retention would be to examine students once they are actually in our department. We are investigating tracking cohorts from our first class that is entirely majors (MCOM 210) as a viable and more realistic alternative. Tracking students that we never meet is not particularly helpful.

One contributing factor to persistence and retention issues is athletes who have communicated with us that they are leaving the University due to conflicts with coaching staff. At last count, we had seven athletes leave the major (and the University) for reasons unrelated to the department.

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	
	#	%
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%
2023-2024	8/8	100%

1.1.1 Analysis of Data and Plan for Continuous Improvement

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

2023-2024:

We have met our benchmark this year. Eight of eight, or 100%, of the full-time faculty participated in community and/or professional service.

Examples of service this year were:

- Scripps Howard Spelling Bee Regional Finals judge
- Donations and work at the Liberal Arts food pantry
- Region Five Social Studies Fair judge
- State Social Studies Fair judge
- Webmaster for Society of Professional Journalists Louisiana Professional Chapter
- Secretary for Society of Professional Journalists Louisiana Professional Chapter

Per the recommendation of IRE, we will change our benchmark to 75% of full-time faculty will participate in community and/or professional service.

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	
	#	%
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%
2023-2024	7/9	77.8%

1.1.1 Analysis of Data and Plan for Continuous Improvement

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 1,583 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.

2023-2024:

We have met our benchmark this year. Only two of nine faculty members (eight full-time and one adjunct) scored below the University average for SEIs. The overall department average for SEIs was 4.68 compared to the University average at 4.56. However, one of the consistent problems with SEIs is participation. Conducting SEIs online is not a system that works. The response rate for the department was 451/1,707 or 26.42%. The individual members of the department had a response rate of 41.67% to a low of 15.13%. The department is considering conducting a separate set of SEIs in person for the department alone to have a better measure of the student opinions of the classes. There are problems with doing this since it doesn't provide an adequate comparison across the University. Debate is still being held on the most effective way to get this information.

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%	
	#	%
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%
2023-2024	8/9	88.9%

2.1.1 Analysis of Data and Plan for Continuous Improvement

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 1,583 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.

2023-2024:

We have not met our benchmark this year, but by only 0.1%. 88.9% of the faculty scored at higher than 85% on the department SEIs. Only one of nine faculty members (eight full-time and one adjunct) scored below the 85% average for SEIs. The one faculty member that scored less than 85% scored 81%. However, one of the consistent problems with SEIs is participation. The response rate for the one faculty member that scored below 85% was the department low of 15.13%.

As stated for the previous measure, the department is considering conducting a separate set of SEIs in person for the department alone to have a better measure of the student opinions of the classes. There are problems with doing this since it doesn't provide an adequate comparison across the University. Debate is still being held on the most effective way to get this information.

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
2023-2024	66

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

The department met our 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.

2023-2024:

We met our research goals for this year. Sixteen items were presentations, papers, and productions. The remaining 50 items were due to the efforts of the speech and debate team. The speech and debate team was exceptionally active this 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

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.

2023-2024:

The curriculum committee met formally once and as part of the department twice wherein elements of the curriculum were part of the overall discussion. Those minutes are attached below.

[1-5-24 Department Meeting Minutes](#) [DOCX 34 KB 8/8/24]

[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]

[8-11-23 Department meeting minutes](#) [DOCX 19 KB 8/8/24]

[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]

[9-22-23 Curriculum Committee meeting - agenda and documentation](#) [PDF 14,825 KB 8/8/24]

[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

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.

2023-2024:

The curriculum committee decided, based on industry trends and student demand, to package existing classes into a new Digital and Social Media Creation minor. This is a skillset in high demand, and as a minor is open to all students. The new Sports and Entertainment Communication concentration has been successful and has been a popular choice for athletes, particularly.

The committee is working to ensure the progression of our student learning outcomes is reflected in the course progression. We have begun with reviewing writing standards to ensure these are introduced and reinforced at appropriate points in the various classes so students have the skills they need. The same is in progress for our tech standards, which we continually review in concert with feedback from students, local industry professionals and internship supervisors.

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%
2023-2024	25/25	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]

[Interns_U23-S24](#) [XLSX 13 KB 8/8/24]

[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

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.

2023-2024:

We have met our benchmark for the year. All graduating seniors, 100%, are required to and have completed at least one 3-hour internship. We are continuing to expand our local network of organizations working with the department for interns. In addition, we have established relationships with local professional organizations and employers to provide networking opportunities for students.