



Mass Communication [MCOM]

Cycles included in this report:

Jun 1, 2024 to May 31, 2025

Program Name: Mass Communication [MCOM]

Reporting Cycle: Jun 1, 2024 to May 31, 2025

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

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.

2023-2024:

Data from student exit exams and supervisor evaluations show students continue to need updated technology and education in industry-standard software. After the purchase of computers last year, which enabled software upgrades, this year's data from internship supervisor evaluations show an increase in scores from previous years.

Total enrollment in the Sports and Entertainment concentration is now 25. The increase supports the creation of the concentration in response to student feedback and demand. Also in response to student feedback and current industry norms, the department created a Social and Digital Media Creation minor, which goes into effect in the 2024-25 catalog.

2024-2025:

The Digital and Social Media Creation minor, which went into effect in this year's catalog, currently has at least 13 enrolled. Those numbers may not reflect the actual number of students eligible for the minor, as many students declare the minor in their graduating semester. The number of students planning to enroll is likely higher.

Based on enrollment in the concentration, the curriculum committee evaluated the journalism concentration and voted to institute a new journalism minor as a way for students to incorporate more writing and digital journalism skills into their degree no matter their choice of concentration. This reflects the professional community, who has told us writing is an essential skill in all aspects of mass communication.

4 Program Highlights from the Reporting Year

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.

2023-2024:

- Hired Morgan Lebleu as a new instructor.
- Speech and Debate won 56 awards across state and national tournaments this year.
 - Pi Kappa Delta: national championship in poetry, national championship in after-dinner speaking (ADS), excellence in impromptu speaking, excellence in interviewing, showcase participant in interpretation.
 - National Forensics Association: 7th place sweepstakes award for the team. third place novice ADS, quarterfinalist in dramatic interpretation and semifinalist in poetry interpretation.
 - TIFA both fall and spring, 4th place overall sweepstakes. Novice debate champion in the fall. Students also earned 13 individual awards at each tournament.
- The Poke Press, newly under the direction of the department, published weekly during both the fall and spring semesters, and sent two representatives to the NCAA tournament to cover the tournament for the paper.
- The Poke Press was chosen as a finalist in two categories for the Mark of Excellence Awards, the regional Society of Professional Journalists competition.
- Instructor Morgan LeBleu was elected the province governor of Pi Kappa Delta.
- Robert Markstrom was awarded a Dean's Award for Support to the College of Liberal Arts
- Several members of the department presented at the Fall 2023 McNeese Week. The presentation was titled Engagement Using the Transactional Communication Model.
- Robert Markstrom presented at the spring 2024 McNeese Week. The presentation was titled Preparing Students for Job Interviews.
- Robert Markstrom presented two panels on interviewing for McNeese student organizations.
- Mass Communication major Sam Gil was named Outstanding Undergraduate Student for Spring 2024.
- Mass Communication major Sam Gil was selected as the university's first Rhodes Scholarship finalist.
- Assistant Professor Kameron Lunon received a 5-star rating on his audiobook titled "Speedsuit Powers: Book 1 - The Power Suit."
- Assistant Professor Kameron Lunon is presenting at the Association for the Assessment of Learning in Higher Education conference in June.
- Two faculty members teach for the Governor's Program for Gifted Children in the summer.
- Instructor Amy Veuleman was promoted to Assistant Professor.
- Assistant Professor Amy Veuleman was named a finalist for the faculty MVP for the Rowdy Awards.
- Assistant Professor Amy Veuleman was elected vice president of the Louisiana Communication Association.
- Instructor Christa Bell was elected to the executive board of the Public Relations Society of America Educator's Academy.
- Instructor Christa Bell is presenting at the national Student ProfCon conference in June.
- A senior student presented at the UL System academic summit.
- Instructor Tryfon Boukouvidis published in the journal Journalism Practice. "Assessing Physical and Digital News Space: Placemaking in Global South Journalism."

2024-2025:

- Instructor Christa Bell presented at the national Student ProfCon conference last June.
- Instructor Christa Bell was elected Research Chair for the Public Relations Society of America's Educator's Academy.
- Hosted a bi-regional Speech and Debate tournament
- Promoted Instructor Morgan LeBleu to Assistant Director of Forensics
- Instructor Morgan LeBleu is province governor of Pi Kappa Delta.
- Instructor Morgan LeBleu served on the Pi Kappa Delta impromptu committee.
- Instructor Morgan LeBleu was published in the Speech and Theater Association of Missouri conference journal. Her teaching exercise is titled "Influencer Group Outline Test."
- The department is in the process of writing and editing the ninth edition of Speak Easy, the department's public speaking textbook.
- Speech and Debate increased its awards by 40% over last year, including some national awards. The team won its fifth National Forensics Association award in program history and the second in two years. Some of the awards include
 - third place in Prose for Pi Kappa Delta,
 - the Sweepstakes award for Pi Kappa Delta
 - Octafinalist in IPDA Nationals.
- The Speech and Debate team traveled to Seoul, South Korea for the first international tournament and awards in the history of the program.
- Instructor Robert Markstrom was awarded the E.R. Nichols Award for contributions to forensics from Pi Kappa Delta. He is only the 13th member ever to be honored with three of the five national awards.
- Two faculty members teach and are involved in the Governor's Program for Gifted Children.
- Assistant Professor Kameron Lunon is presenting at two international conferences, including one in Paris.
- The Poke Press has continued to publish weekly and has plans to launch a website in the fall. The staff has increased to three students. Three representatives covered the NCAA Tournament.

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:

MCOM 400 tech survey

7.1 Data

Pre-degree knowledge of technology:

Academic Year	Poor		Neutral		Good	
	#	%	#	%	#	%
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%
2023-2024	12/22	54.55%	8/22	36.36%	2/22	9.09%
2024-2025	9/20	45%	8/20	40%	3/20	15%

Post-degree knowledge of technology:

Academic Year	Poor		Neutral		Good	
	#	%	#	%	#	%
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%
2023-2024	0/22	0%	1/22	4.55%	21/22	95.45%
2024-2025	0/20	0%	0/20	0%	20/20	100%

7.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:

We have met our benchmark. We have incorporated the Adobe Suite into MCOM 400, senior seminar, which is the course in which students rank their end-of-program technology knowledge. We are exploring more ways to increase technology use in other classes, including expanding instruction in the use of PowerPoint and conducting and participating in online presentations.

2024-2025:

We have met our benchmark. Adobe is working to sunset Dreamweaver, which we have historically incorporated. To adapt to this, we have incorporated more template-based web design software into our curriculum along with the use of Large Language Models and analytics software to match current professional standards. We plan to adapt more use of analytics and training for students in ethical use of AI and in current design software.

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:

MCOM 400 exit exam

8.1 Data

Academic Year	Students scoring 70% or higher	
	#	%
2020-2021	23/29	79%
2021-2022	27/27	100%
2022-2023	22/26	84.62%
2023-2024	25/27	92.59%
2024-2025	16/20	80%

*Note: One semester of data missing.

8.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:

We met our benchmark. The department has built a network with professionals in the community who have committed to serve as professional advisers to the department. We have worked to include additional assessments of critical thinking in upper-level courses. The department continues to evaluate exit exam questions based on curriculum changes and revisions of assessments.

2024-2025:

The exit exam should be rewritten to more accurately reflect the student learning outcome. Critical evaluation is part of the curriculum in upper-level courses, so the questions need to be rewritten to reflect that focus. We are planning to pilot a portfolio review project to let students review each other's senior portfolios and to incorporate reviews by professionals.

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:

MCOM 400 career rubric

9.1 Data

Academic Year	Students that scored 70% or higher	
	#	%
2020-2021	29/29	100%
2021-2022	27/27	100%
2022-2023	26/26	100%
2023-2024	27/27	100%
2024-2025	20/20	100%

9.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:

We met our benchmark. We are planning to work with our newly established network of professionals in the community to assess professional writing specific to the various sub-areas in the discipline.

2024-2025:

We met our benchmark. We have solicited informal feedback, which has been helpful, but we were unable to implement the advisory board last year. We plan to continue working to put an official professional advisory board in place this year. In addition, we are increasing the benchmark to the following: "Eighty percent of students completing the course will satisfactorily complete the embedded assignment with a score of 80% or higher."

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 professional writing.

- 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 technology.

- 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 critical evaluation.

- 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 effective communication.

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

Files:

SupervisorInternEval

10.1 Data SLO 1 Writing

Academic Year	Students that scored 4.00 or higher	
	#	%
2020-2021*	24/26	92.31%
2021-2022*	25/27	92.59%
2022-2023**	18/20	90%
2023-2024	22/23*	95.6%
2024-2025	22/23*	95.6%

*1 student ranked N/A

**2 students ranked N/A

10.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:

We met our benchmark. 100% of the employers said they would not only hire students with the qualifications of our interns, 100% of the employers also said they would write letters of recommendation for the intern. We have decided to standardize our writing curriculum by determining in which classes the writing outcomes are introduced, reinforced, and mastered.

2024-2025:

We met our benchmark. 100% of the employers said they would hire students with the interns' qualifications and said they would write letters of recommendation for the intern. We completed standardization of the curriculum to set out specific skills that are introduced, reinforced and mastered in writing classes. For the next year, we plan to pilot skills-based benchmarks that correspond with LinkedIn skills. Once students meet benchmarks, they can add those skills on LinkedIn.

10.2 Data SLO 2 - Technology

2024-2025

Academic Year	Students that scored 4.00 or higher	
	#	%
2020-2021	25/26	96.15%
2021-2022	26/27	96.3%
2022-2023	18/20*	90%
2023-2024	23/23	100%
2024-2025	22/23	95.6%

*1 student ranked N/A

10.2.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:

We met our benchmark. In several cases, internship supervisors said students were teaching them technology. Our efforts to include more industry-standard technology now include the use of artificial intelligence in technology classes. All students scored top marks in technology.

2024-2025:

We met our benchmark. We have incorporated more principles of Search Engine Optimization and analytics and use of Artificial Intelligence in the technology and writing classes. This year we plan to incorporate some new equipment and a new partnership with KPLC to further add to students' exploration of mass communication technology.

10.3 Data SLO 3 - Evaluation

2024-2025

Academic Year	Students that scored 4.00 or higher	
	#	%
2020-2021	25/26	96.15%
2021-2022	25/27	92.59%
2022-2023**	16/20	80%
2023-2024*	21/23*	91.3%
2024-2025	23/23	100%

*1 student ranked N/A

**4 students ranked N/A

10.3.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:

We met our benchmark. Our students are consistently meeting the benchmark that we have set. We are reinforcing methods for peer and self-evaluation in upper-level courses. We are also analyzing the benchmark to determine if it is an adequate measure since our students are consistently meeting it.

2024-2025:

We met our benchmark. We are continuing to reinforce assignments that require students to evaluate their own work and that of peers. We will continue to monitor the progress of the benchmark and collect more data to further evaluate it.

10.4 Data SLO 4 - Verbal Communication

2024-2025

Academic Year	Students that scored 4.00 or higher	
	#	%
2020-2021	26/26	100%
2021-2022*	26/27	96.3%
2022-2023	20/20	100%
2023-2024	22/23	95.6%
2024-2025	22/23	95.6%

*1 student ranked N/A

10.4.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:

We met our benchmark. Since we are consistently meeting the benchmark for verbal communication, either the students are highly effective communicators when they leave the program, or the internship supervisors are not rating verbal communication skills effectively. Although verbal communication is a mainstay of all Mass Comm classes, the committee has met and is in the process of developing a rubric to guide supervisors on evaluating verbal communication effectiveness for internships to make evaluation standards more consistent in case that is an influencing factor.

2024-2025:

We met our benchmark. The committee is continuing to work on a rubric to guide supervisors on their evaluation of communication effectiveness, but we also plan to add an additional data point for evaluation of this skill.