



Mass Communication [MCOM]

Cycles included in this report:

Jun 1, 2021 to May 31, 2022

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Program Name: Mass Communication [MCOM]

Reporting Cycle: Jun 1, 2021 to May 31, 2022

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

2017-2018:

From data collected on the technology survey this year, we identified a need for the students in the public relations concentration to have additional knowledge in the software program, Adobe InDesign. This was also substantiated from the exit interviews conducted with graduating seniors, which is not an evaluation tool used on the master plan report.

From this data, we have included the teaching of Adobe InDesign within the class MCOM 338 - Writing for Public Relations, which is required for all public relations students. With data collected through 2018-2019, we will analyze the effectiveness of adding this section to this class.

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.

4 Program Highlights from the Reporting Year

2017-2018:

The department has added a Post Baccalaureate Certificate in Strategic Corporate Communication. The purpose of this certificate is to increase awareness of communication in organizations. The intended audience are those people with an existing bachelors degree that are in the workplace.

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.

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

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% |

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% |

*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

2017-2018:

Since this is our first year of data, we have decided to initially set this standard at 75% of students finished 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.

In addition, students are asked to highlight what areas they would have wanted additional education in narrative form. Students in the public relation concentration indicated that they needed to be taught Adobe InDesign. In regards to the narrative question, we have added a

section on Adobe InDesign to the MCOM 338 - Writing for Public Relations class required for all public relations concentration students, in response to the request for additional education in this software.

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.

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 | # of students that took exit exam | # of questions analyzed | Questions answered correctly | |
|---------------|-----------------------------------|-------------------------|------------------------------|--------|
| | | | # | % |
| 2013-2014 | 34 | 8 | 235/272 | 86.40% |
| 2014-2015 | 29 | 8 | 173/232 | 75.86% |
| 2015-2016 | 30 | 5 | 133/150 | 88.67% |
| 2016-2017 | 35 | 5 | 140/175 | 80.00% |
| 2017-2018 | 22 | 5 | 98/110 | 89.09% |

| 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% |

*Note: One semester of data missing.

8.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

We have met our level of achievement. We are still struggling to identify test questions that most appropriately analyze this SLO 3. We will be meeting to attempt to better clarify the purpose of this SLO, so that we can find a better means of collecting data.

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.

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.

Prior to 2017-2018, the benchmark was 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 481.

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

| | | |
|--|--|----------------------|
| | | Students that scored |
|--|--|----------------------|

| Academic Year | # of students that completed MCOM 481 | 70% or higher | |
|---------------|---------------------------------------|---------------|--------|
| | | # | % |
| 2013-2014 | 34 | 31 | 91.18% |
| 2014-2015 | 37 | 36 | 97.3% |
| 2015-2016 | 44 | 39 | 88.6% |
| 2016-2017 | 27 | 27 | 100% |

| 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% |

9.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

It was determined last academic year (2016-2017) that an embedded assignment in MCOM 400 would replace the embedded assignment in MCOM 481, since MCOM 481 is no longer required in the curriculum. The initial MCOM 400 embedded assignment was deemed ineffective for its purposes and has been changed starting with the fall 2018 semester. Therefore no data exists for the 2017-2018 academic year.

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.

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% |

*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

2017-2018:

As of 2017, the expected level of achievement was increased to 4.00 on a 5-point scale. This level was met. Overall, supervisor evaluations are very high for all internship students. It has been suggested by the faculty that the supervisors may be hesitant to give a lower score because they believe their score may negatively impact the student's grade. For the spring 2019 semester, a new Supervisor Internship Evaluation will be drafted that includes a statement emphasizing the need for an accurate assessment of the student.

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.

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% |

*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 [Approved]

2017-2018:

Expected level of achievement met. The benchmark will be raised to "70% of students completing the internship will score a minimum of 4.00 on a 5-point evaluation scale completed by the internship supervisor."

Overall, supervisor evaluations are very high for all internship students. It has been suggested by the faculty that the supervisors may be hesitant to give a lower score because they believe their score may negatively impact the student's grade. For the spring 2019 semester, a new Supervisor Internship Evaluation will be drafted that includes a statement emphasizing the need for an accurate assessment of the student.

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.

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% |

*1 student ranked N/A

**2 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 [Approved]

2017-2018:

Expected level of achievement met. The benchmark will be raised to "70% of students completing the internship will score a minimum of 4.00 on a 5-point evaluation scale completed by the internship supervisor."

Overall, supervisor evaluations are very high for all internship students. It has been suggested by the faculty that the supervisors may be hesitant to give a lower score because they believe their score may negatively impact the student's grade. For the spring 2019 semester, a new Supervisor Internship Evaluation will be drafted that includes a statement emphasizing the need for an accurate assessment of the student.

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.

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% |

*1 student listed 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 [Approved]

2017-2018:

Expected level of achievement met. The benchmark will be raised to "70% of students completing the internship will score a minimum of 4.00 on a 5-point evaluation scale completed by the internship supervisor."

Overall, supervisor evaluations are very high for all internship students. It has been suggested by the faculty that the supervisors may be hesitant to give a lower score because they believe their score may negatively impact the student's grade. For the spring 2019 semester, a new Supervisor Internship Evaluation will be drafted that includes a statement emphasizing the need for an accurate assessment of the student.

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.

End of report