



Annual Academic Program Assessment Report

College: **Arts and Sciences**

Department: **Communications**

Program: **Bachelor of Arts/Bachelor of Science in Communications**

Contact Persons: **Dr. Karima A. Haynes, khaynes@bowiestate.edu**

Academic Year: **2019-2020**

Annual Report on Student Outcomes Assessment

Academic Year **2019-2020**

Program: **Bachelor of Arts/Bachelor of Science in Communications**

Contact Person: **Dr. Karima A. Haynes, khaynes@bowiestate.edu (301) 814-4744 mobile**

Program Goals and Learning Outcomes

- 1. Please provide any updated programmatic goals and associated expected learning outcomes, affiliated courses/experiences, instruments, and measurement frequency. Include any revisions made during the previous year.**

The Department of Communications underwent extraordinary programmatic changes in its undergraduate program during second eight weeks of the Spring 2020 semester when Bowie State University was required to suspend all in-person, on-campus instruction, and transition to virtual learning as a result of the coronavirus pandemic.

The abrupt shift had its greatest effect on laboratory and experiential learning such as COMM 215 Introduction to News Writing, COMM 216 Advanced News Writing, COMM 248 Introduction to Broadcast News, COMM 324 Public Relations, COMM 331 Digital Television Media Production, COMM 350 Multimedia Journalism, COMM 424 Capstone: Strategic Public Relations, COMM 425 Digital Radio Production, COMM 429 Video Editing, COMM 438 Internship and Seminar, and COMM 497 Metro Lab News.

Moreover, the change in delivery of instruction also affected COMM 101 Oral Communications, which is a General Education course required for all undergraduate students. Some 14 sections of this course are taught each semester by adjunct and full-time faculty with an enrollment of approximately 25-30 students in each section.

This Annual Assessment Report will focus on the assessment strategies employed before, during and after the transition from on-campus, in-person learning to virtual learning from Fall 2019-Spring 2020.

Program Goals	Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instruments/Frequency
<ul style="list-style-type: none"> • The undergraduate program goals are aligned with the applicable Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) standards: <ol style="list-style-type: none"> 1. Curriculum and Instruction: The unit provides a curriculum and instruction, whether on-site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society. 2. Diversity and Inclusiveness: The unit has an inclusive program that values domestic and global diversity and serves and reflects society. 3. Full-Time and Part-Time Faculty: The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission. 	<ul style="list-style-type: none"> • Students in the undergraduate program in Communications should be able to: • Demonstrate and understanding an apply the principles and laws of freedom of speech and press, and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances. • Demonstrate an understanding of the history and role of professionals and institutions in shaping communications. • Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic 	<ul style="list-style-type: none"> • Selected undergraduate Communications courses: COMM 101, COMM 215, COMM 216, COMM 248, COMM 324, COMM 331, COMM 350, COMM 424, COMM 425, COMM 429, COMM 438, COMM 497. 	<ul style="list-style-type: none"> • Examinations, tests, quizzes, discussion boards, lectures, in-class demonstrations, written assignments, oral presentations, experiential learning projects, collaborative learning projects, field trips, field reporting, guest speakers, professional feedback, multimedia content production for digital platforms/August 2019 through March 2020. • Online examinations, tests, quizzes, discussion boards; recorded lectures and Power Point presentations; written assignments; videoconferencing lectures and presentations; YouTube videos and TED Talks; Cengage online learning platforms; multimedia content production for digital platforms March 2020 to May 2020.

<p>4. Assessment of Learning Outcomes: The unit regularly assesses student learning and applies results to improve curriculum and instruction.</p>	<p>society in relation to mass communications.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society. • Demonstrate an understanding of the concepts and apply theories in the use and presentation of images and information. • Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity. • Demonstrate the ability to think critically, creatively, and independently. • Demonstrate the ability to conduct research and evaluate information by methods appropriate to the communications professions in which they work. 		
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	<ul style="list-style-type: none"> • Demonstrate the ability to write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve. • Demonstrate the ability to think critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness. • Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world. 		
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In June 2020, former interim provost Dr. Judith Ann Kirkpatrick assigned Dr. Karima A. Haynes to the Academic Preparedness Task Force Working Group 1-Experiential Learning and was tasked to report on current and best practices (Spring 2020) and anticipated best practices (Fall 2020) for migrating from experiential learning to virtual learning environments within the Department of Communications. The report appears below:

**Department of Communications
Report on Experiential Learning in Virtual Environments
June 24, 2020**

I. **Description of the Department of Communications:** The undergraduate Communications program is guided by faculty with decades of media experience who provide students with exceptional preparation to enter the highly competitive field of global communications. Students seeking a bachelor's degree in Communications may study in the areas of Broadcast Journalism, Strategic Public Relations or Print Journalism.

II. **Experiential and Hands-On Learning Practices and Virtual Learning Opportunities by Concentration and Course:** The concentrations offer a blend of lecture, hybrid, and hands-on courses. The courses in the chart below reflect courses that are taught most successfully in-person, although they may be modified for remote learning.

Concentration	Course Number/Name	Hands-On Learning Practice (In-Person Model)	Virtual Learning Opportunity (Remote Model)
Broadcast Journalism	COMM 248 Introduction to Broadcast News	<ul style="list-style-type: none"> • In-person interviews • In-person event coverage. 	<ul style="list-style-type: none"> • Assign production projects using students' personal technology, i.e., smartphones and video editing software.
	COMM 331 Digital Broadcast Television Production	<ul style="list-style-type: none"> • 4K Digital Cameras. • Digital Sound Recording. • Broadcast-quality studio cameras, lighting, and sets. 	<ul style="list-style-type: none"> • Observe and conduct content analysis of broadcast news and events posted on YouTube.
	COMM 421 Digital Broadcast Programming	<ul style="list-style-type: none"> • Teleprompters. • Video editing software and hardware. 	<ul style="list-style-type: none"> • Students conduct in-person interviews of close family members and use smartphones as a production tool.
	COMM 425 Digital Radio Production	<ul style="list-style-type: none"> • Handheld and lavalier microphones. 	<ul style="list-style-type: none"> • Students create programs, syndication, treatments, business plans and demonstrate and understanding of copyright law.
	COMM 429 Video Editing	<ul style="list-style-type: none"> • BSU-TV Studios. • WBSU Bulldog Nation Radio Studios. 	
	COMM 497 Metro Lab News		

Strategic Public Relations	COMM 424 Strategic Public Relations: Capstone	<ul style="list-style-type: none"> • Students work as a Public Relations firm working with clients to address Public Relations problems and issues. • Meet with clients face-to-face. • Conduct final Public Relations Plan presentations face-to-face. • Facilitate in-person panel discussions. • Produce promotional videos, printed materials, social media, and website content in on-campus labs. 	<ul style="list-style-type: none"> • Students meet with clients using videoconferencing technologies, i.e. Zoom, Microsoft Teams, email, telephone. • Students meet with team members via Google Hangout or FaceTime. • Panel discussions reduced to a single panelist and student conducting interview using Instagram Live. • Students create video tutorials to teach professionals how to create promotional videos. • Students use Canva, an online resource, to create content for the Strategic Public Relations printed materials, i.e., flyers and newsletters.
Print Journalism	COMM 332 Publication Design and Production	<ul style="list-style-type: none"> • Students use Microsoft Publisher, Adobe InDesign, or similar computer software to create flyers, business cards, post cards, greeting cards, newsletters, resumes, magazine covers, posters, etc. • Course is conducted in Communications computer labs with pre-loaded software. 	<ul style="list-style-type: none"> • Students access digital publication software through their personal computers. • Students access to free, common source digital databases to retrieve photographs, graphics, maps, etc. to create publications. • Students use personal printers to print copies of their publications.

<p>All Majors</p>	<p>COMM 438 Internship and Seminar</p>	<ul style="list-style-type: none"> Seniors are required to find and complete an internship under the direct supervision of a Communications professional. Interns are required to work no more than 10 hours per week during 16-week fall or spring semesters or 10-week summer session. 	<ul style="list-style-type: none"> Students find and complete an internship that allows them to work remotely.
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III. Requested BSU-Funded Faculty Resources for Remote Teaching:

- Desktop computer with webcam or laptop computer with built-in webcam and microphone or tablet.
- Printer/scanner/copier.
- Desks and desk chairs.
- Crisis Communications Simulation Software.

IV. Requested BSU-Funded Student Resources for Remote Learning:

- Chromebooks with internet access.
- Microsoft Publisher or Adobe InDesign software.
- Access to Crisis Communications Simulation software.

Moreover, the Department of Communications submitted a budget request of \$522,000 to cover the anticipated cost of equipment and supplies needed to continue to provide high-quality, hands-on, and experiential learning courses in its undergraduate program during AY 2020-2021. Click the icon to view the full budget.



COMM Experiential Learning Budget.xlsx

Data Collection, Analysis and Findings

2. List and briefly describe the assessment methods used and assessment results and findings for each expected outcome assessed during **2019-2020**. Include summary documents, as necessary.

Expected Learning Outcomes	Assessment Method	Assessment Results Description	Proposed Action
<ul style="list-style-type: none"> • Students in the undergraduate program in Communications should be able to: • Demonstrate and understanding an apply the principles and laws of freedom of speech and press, and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances. • Demonstrate an understanding of the history and role of professionals and institutions in shaping communications. 	<ul style="list-style-type: none"> • Surveyed program coordinators for Broadcast Journalism, Public Relations and Print Journalism. • Assessed delivery of instruction in COMM 101 Oral Communications to coincide with BSU hybrid model for Fall 2020 incoming first-year students. 	<ul style="list-style-type: none"> • See narrative in Post-Assessment Strategies. • COMM 101 Oral Communications students would have option for in-person or virtual learning. • Train all adjunct faculty to perform minimum presence on Blackboard • Conduct class sessions (60 students) in MLK auditorium to adhere to social distancing guidelines. 	<ul style="list-style-type: none"> • See narrative in Post-Assessment Strategies. • Adopt common syllabi, textbook, course objectives, student learning outcomes, course materials and assignments for quality assurance across all 14 sections. • Assign full-time faculty members to serve as course coordinator for COMM 101 Oral Communications and COMM 103 Public Speaking.

<ul style="list-style-type: none">• Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.• Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.• Demonstrate an understanding of the concepts and apply theories in the use and presentation of images and information.• Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.			
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<ul style="list-style-type: none">• Demonstrate the ability to think critically, creatively, and independently.• Demonstrate the ability to conduct research and evaluate information by methods appropriate to the communications professions in which they work.• Demonstrate the ability to write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.• Demonstrate the ability to think critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.• Apply current tools and technologies			
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<p>appropriate for the communications professions in which they work, and to understand the digital world.</p>			
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Summative Assessment

3. a.) Does this program have a capstone course and/or major field test requirement? Yes No

If yes, please list the course number or the major field test below:

COMM 497 Metro Lab News, COMM 438 Internship and Seminar, COMM 424 Capstone: Strategic Public Relations, COMM 216 Advanced News Writing.

b.) Are expected learning outcomes for the program assessed using the capstone/major field test? Yes No

Yes. Students in COMM 497 are required to produce a one-hour news program that is broadcast on BSU-TV through its Comcast and Verizon networks. Students in COMM 438 are required to secure an internship under the direct supervision of a communications professional who assesses their work at the conclusion of the internship experience. COMM 424 students solicit and serve clients’ public relations needs through the Strategic Public Relations firm. Students in COMM 216 are required to produce a multimedia project and present it to a panel of professional journalists.

Post-Assessment Strategies

4. Describe how your program incorporates assessment results into program improvement. Examples include but are not limited to: revising course materials, incorporating new pedagogy, new technology, or faculty professional development. Post-assessment strategies should include 3-5 action items that will be implemented in the following academic year. Please be specific.

Action Items for Next Academic Year: 2020-2021

The Action Steps listed below were developed by members of the Academic Preparedness Task Force Working Group 1.

Action Steps by Week July 6, 2020 – August 28, 2020

Week Of	Action Steps	Responsible Person or Unit
July 6	<ul style="list-style-type: none"> Identify Experiential Learning and Hands-On Courses Scheduled for Fall 2020. (Example: Course Number, Course Name, Course Description, and Experiential Component). Identify Resources Needed for Experiential Learning and Hands-On Courses in Virtual Environments (Example: Laptops, Software Subscriptions, Internet Access, Equipment) 	<ul style="list-style-type: none"> Individual Faculty Member Individual Faculty Member
July 13	<ul style="list-style-type: none"> Send Group Email to Students on Class Roster(s) to Identify Needed Resources for Experiential Learning and Hands-On Courses in Virtual Learning Environments (Example: Laptops, Software Subscriptions, Internet Access, Equipment) 	<ul style="list-style-type: none"> Individual Faculty Member
July 20	<ul style="list-style-type: none"> Develop Comprehensive List of Student and Faculty Resources (Example: 5 Teaching Assistants, 2 Adjunct Professors, 30 MacBooks, 20 Chromebooks, Counseling Simulation Software, Student Teaching Simulation Software, Adobe Software, etc.) Faculty Submit List to Chairs 	<ul style="list-style-type: none"> Individual Faculty Member Individual Faculty Member
July 27	<ul style="list-style-type: none"> Chairs Review Lists and Send to Deans Respond to Resource Lists 	<ul style="list-style-type: none"> Chairs and Deans Provost, Deans and Chairs
August 3	<ul style="list-style-type: none"> Order, Delivery, and Installation of Resources Onboarding of Teaching Assistants and Adjunct Professors 	<ul style="list-style-type: none"> Deans, Chairs, Vendors, Mail Room, Administrative Assistants, Division of Information Technology Chairs and Human Resources

August 10	<ul style="list-style-type: none"> • Order, Delivery, and Installation of Resources • Onboarding of Teaching Assistants and Adjunct Professors 	<ul style="list-style-type: none"> • Deans, Chairs, Vendors, Mail Room, Administrative Assistants, Division of Information Technology • Chairs and Human Resources
August 17	<ul style="list-style-type: none"> • Voluntary participation in online teaching tutorials available through Academic Computing, CETL, Center for Academic Programs Assessment (CAPA), Academic Publishers, AAUP, AAC&U, Chronicle of Higher Education, etc. • Update Syllabi, Assignments and Course Materials to Reflect Virtual Learning Environments. • Update Syllabi, Assignments and Course Materials to Reflect Virtual Learning Environments. • Update Syllabi, Assignments and Course Materials to Reflect Virtual Learning Environments. 	<ul style="list-style-type: none"> • Individual Faculty Member • Individual Faculty Member • All Faculty
August 24	<ul style="list-style-type: none"> • Attend Fall 2020 Faculty Institute, College Meetings, Department Meetings, etc. 	<ul style="list-style-type: none"> • All Faculty

In addition, program coordinators for Broadcast Journalism, Public Relations and Print Journalism were surveyed on their current implementations plans and their recommended plans for implementation of experiential learning in virtual environments.

March 2020 – May 2020 Implementation Plans:

Following the campus shutdown in March 2020, students in the Broadcast Journalism concentration had to use their personal smartphones, computers and editing software to conduct in-person interview or in-person event coverage in lieu of 4K Digital

cameras, broadcast-quality studio cameras, lighting, and sets, with teleprompters, handheld and lavalier microphones and with full use of video editing software and hardware (BSU-TV studios and WBSU Bulldog Nation Radio Studios). During the transition to remote learning, YouTube videos and other online resources were used to simulate how to plan and execute productions. Students were asked to interview family members to simulate "live" interviews. However, none of these techniques could truly replicate the use of professional quality cameras, editing software, studio lighting, studio sets, or an actual "live" event.

Similarly, students in the video editing course had to access or purchase expensive video editing software such as Adobe Premier, Photoshop and After Effects.

In the Strategic Public Relations course, students typically worked with clients to address problems and issues, met with clients face-to-face, conduct presentations in-person, and facilitate in-person panel discussions. With the transition to remote learning, students could not meet face-to-face with clients and had to use videoconferencing, telephone calls or email to conduct business with clients. Students who intended to work with clients to produce promotional videos had to instead create tutorial videos showing clients how to create a promotional video.

For Print Journalism students, students had to rely on recorded Power Point presentations, written assignments and TED Talks or other video presentations to simulate covering "live" events. Looking ahead, Fall 2020 semester will be the first time that the Publication and Production course will be offered since the pandemic. Students will have to purchase or access desktop publishing software from Microsoft or Adobe InDesign or similar computer software to create flyers, business cards, post cards, greeting cards, newsletters, resumes, magazine covers, and much more. These design software packages are expensive, but they are pre-loaded on the computers in the department's two media labs.

Students enrolled in COMM 438 Internship and Seminar for Summer 2020 Session III and Fall 2020 had to find an internship opportunity under direct supervision of a communications professional for no more than 10 hours per week during 16-week semesters or 10-week summers that would allow them to work remotely. The same requirement is anticipated for students who enroll in the course in Spring 2021.

To view the complete survey, "Experiential Learning at Bowie State University: COVID-19/Fall 2020 Summary," go to:
https://drive.google.com/drive/folders/1dCs1VG1faVYsCuGV1SzYhMR_QqbITAqa

Fall 2020 – Spring 2021 Recommended Changes for Implementation of Experiential Learning in a Virtual Environment:

For Broadcast Journalism, our aim is: to assign production projects using students' personal technology, i.e., smartphones and video editing software.; Observe and conduct content analysis of broadcast news and events posted on YouTube; Students conduct in-person

interviews of close family members and use smartphones as a production tool; Students create programs, syndication, treatments, business plans and demonstrate and understanding of copyright law.

For Print Journalism, our aim is: Students access digital publication software through their personal computers; Students access to free, common source digital databases to retrieve photographs, graphics, maps, etc. to create publications; Students use personal printers to print copies of their publications.

For Strategic Public Relations, our aim is: Students meet with clients using videoconferencing technologies, i.e. Zoom, Microsoft Teams; email, telephone; Students meet with team members via Google Hangout or FaceTime; Panel discussions reduced to a single panelist and student conducting interview using Instagram Live; Students create video tutorials to teach professionals how to create promotional videos.

For all other students, our aim is that students find and complete an internship that allows them to work remotely.

Sharing of Assessment Results

5. Describe how your program communicates and/or shares assessment results with internal and external stakeholders (current students, alumni, faculty, staff, other university stakeholders; potential students, employers, or other community members or organizations). Are assessment results readily available and transparent to internal and external stakeholders? If so, how?
 - Establish a link on the Department of Communications web page to share assessment data with internal and external stakeholders.
 - Improve assessment reporting practices to the Center for Academic Programs Assessment.
 - Send assessment news and accomplishments to the Center for Academic Programs Assessment for inclusion in the digital and print editions of the center's "Assessment Times" newsletter.