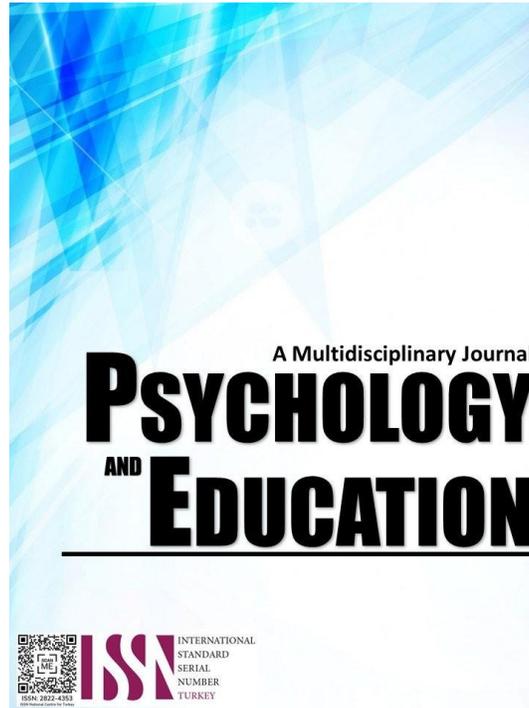


OPTIMIZING DIGITAL SCHOOL PUBLICATIONS FOR EFFECTIVE INFORMATION DISSEMINATION THROUGH INTELLIGENCER'S MINTER: A CASE STUDY OF NORTHEASTERN COLLEGE



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Optimizing Digital School Publications for Effective Information Dissemination through Intelligencer's Minter: A Case Study of Northeastern College

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Abstract

This study evaluated the effectiveness of Minter, a digital school publication, in disseminating information among students at Northeastern College. A descriptive-quantitative methodology was employed, utilizing a researcher-made questionnaire to assess students' perceptions of the publication's purpose, content, currency, accessibility, participation, layout, and aesthetics. The questionnaire was content validated by experts and demonstrated high reliability. The study involved 200 randomly selected students from different departments. Descriptive statistics revealed that students strongly agreed on the effectiveness of Minter across all domains, with layout and aesthetics receiving the highest ratings. Inferential analysis indicated no significant differences in perceptions based on sex; however, a significant difference was found across departments for layout and aesthetics. The correlation matrix shows strong positive relationships among the publication domains. Challenges in accessing publications were also identified. The findings suggest that Minter effectively fulfills its role as a formal digital school publication and as a trusted institutional communication tool. This study highlights the importance of a clear purpose, high-quality content, practical design, inclusive access, and opportunities for engagement in digital school publications. Recommendations include maintaining content standards, refining visual templates, implementing a structured posting schedule, enhancing interactive features, and formalizing institutional policies to support digital publication practices.

Keywords: *digital school publication, educational institutions, effective communication, institutional communication, information dissemination, social media accounts*

Introduction

Digital school publications are vital for disseminating information within educational institutions. In higher education, digital communication has become indispensable for sharing institutional information, particularly through institutional publications distributed via social media. Despite the widespread use of digital platforms, digital school publications remain underexplored as formal tools of institutional communication. Current research primarily focuses on online learning systems, artificial intelligence, and instructional technologies, leaving a gap in understanding how students assess digital school publications. Studies have shown that students are adept at using social media for academic communication, including sharing information and scholarly outputs. However, challenges such as poor Internet access and limited digital literacy persist (Ocran et al., 2023). Furthermore, research on students' perceptions of digital tools often centers on specific educational applications rather than structured institutional publications (Chen & Macleod, 2021; Tamulevičiūtė-Šekštelienė et al., 2023). This underscores the critical need to investigate students' evaluations of digital school publications to leverage these platforms for effective institutional communication. Research tends to focus on broader topics, such as the integration of ICT in education, online learning, and the use of new technologies, rather than specifically examining digital school publications as unique communication tools (Owens et al., 2023).

Recent studies have focused on digital tools such as learning management systems, artificial intelligence, and machine learning. They mainly examined how these tools are used in education. However, there is little research on students' views of school-generated digital content, especially content shared on social media (Dhillon & Murray, 2021; Yaseen et al., 2025). This is important because digital content helps schools communicate in specific ways. It helps with targeted messages, quick updates, easy access, student involvement, and clear presentation of information. It is important to know how students feel about these features, but little is known. This limits our understanding of how these tools function as communication channels. Further research could improve how schools share information, making it more transparent and more inclusive. It is important to understand the key ideas of digital communication in schools. Digital platforms are online spaces for sharing different types of content, such as social media and learning management systems. Social media helps spread messages and allows users to interact. Digital publications are more formal and are managed by institutions to share official information. They follow a set format and maintain the institution's authority and trust. Information sharing involves sending clear, accurate, and timely messages from schools to their audiences. Understanding these ideas helps clarify the roles of platforms and social media for delivery and interaction, digital publications for formal content, and information sharing as the primary goal of clear communication.

The Intelligencer's Minter is an ideal subject for study, serving as the official digital school publication of Northeastern College and is widely accessed by students for institutional announcements, academic updates, and fostering community engagement. Despite its frequent use, there has been no systematic evaluation of its effectiveness from students' perspectives, particularly in critical publication-quality domains. Evaluating Minter provides valuable, evidence-based insights that can guide institutional decisions on sustaining, improving, or optimizing digital school publications. The results of such evaluations are crucial for enhancing institutional communication, boosting student engagement, and supporting a more effective and inclusive learning environment. Well-designed

digital publications, such as Intelligencer's Minter, play a key role in strengthening communication channels within higher education institutions, ultimately improving information dissemination and fostering community cohesion among students and stakeholders.

Research Questions

This study aimed to determine the effectiveness of Minter, a digital school publication, in disseminating information among Northeastern College students. Specifically, this study sought to answer the following research questions:

1. To what extent do students evaluate the effectiveness of Intelligencer's Minter as a digital school publication in terms of:
 - 1.1. purpose;
 - 1.2. content;
 - 1.3. currency;
 - 1.4. accessibility;
 - 1.5. participation; and
 - 1.6. layout and aesthetics?
2. Are there significant differences in students' perceptions of the effectiveness of Intelligencer's Minter when grouped according to:
 - 2.1. sex: and
 - 2.2. department?
3. What problems do students encounter when accessing Intelligencer's Minter as a digital school publication?
4. To what extent do students perceive Intelligencer's Minter as addressing their information needs and contributing to a supportive and effective learning environment?

Literature Review

Digital School Publications in Higher Education

Digital publications managed by institutions are essential in higher education, serving as formal avenues for academic and institutional communication. Unlike casual social media platforms, these digital school publications feature organized content, editorial supervision, and institutional responsibility, ensuring that communication adheres to academic standards and institutional objectives. They facilitate the dissemination of research findings, institutional updates, and educational materials, acting as authoritative sources that embody the institution's academic rigor and principles (Pinto & Leite, 2020). The primary difference between digital school publications and general social media lies in the formal editorial processes and in institutions' accountability for the content they publish. Editorial oversight ensures content is checked for accuracy, relevance, and compliance with institutional policies. This task is often lacking in typical social media environments dominated by informal, user-generated content. This structure builds trust and enhances the institution's reputation in both the academic and public domains (Deng & Feng, 2021). Moreover, institutional accountability in digital publications establishes a framework in which the institution is accountable for the truthfulness and integrity of the information, distinguishing these publications from mere communication tools to formal, dependable records of academic discourse. Assessing institution-managed digital publications, such as Intelligencer's Minter, as communication tools rather than informal media is warranted, as their primary role is to serve as a credible link between the institution and its stakeholders. This assessment recognizes their contributions to scholarly communication, facilitating knowledge exchange, and supporting academic leadership in digital education. As formal channels, these publications enhance the institutional discourse of higher education and academic communication more broadly, with implications for governance, reputation management, and the promotion of academic values (Bonn et al., 2020; Visintini, 2022).

Information Dissemination and Institutional Communication

In higher education, effectively sharing accurate, timely, and clear information is vital to increasing student awareness and promoting active academic participation. By providing precise information, students stay informed about institutional events, academic expectations, and available opportunities, thereby boosting their engagement and academic success. When information is communicated clearly and promptly, students are better prepared to make informed decisions, manage their academic responsibilities efficiently, and fully participate in institutional programs (Lahey, 2024). Effective communication enhances institutional transparency and builds trust between institutions and stakeholders. Transparent communication enables students to perceive institutions as reliable and accountable, fostering a sense of belonging and commitment while reducing uncertainty and confusion, thereby improving student satisfaction and engagement (Capriotti et al., 2024; Suknunan & Maharaj, 2019). Recent literature highlights that the effectiveness of institutional communication in digital environments should be evaluated based on users' perceptions of clarity, accessibility, engagement, and overall usability, rather than solely on technological features. In a systematic review, Anselmo et al. (2024) emphasized that perceived usefulness, ease of access, quality of content presentation, and opportunities for interaction are crucial indicators of the effectiveness of digital tools in educational contexts. Although their study focused on mobile learning tools, these evaluative dimensions can be applied to institution-managed digital communication platforms, including digital publications. This perspective underscores the importance of assessing purpose, content, and currency as key indicators of effective communication. The purpose ensures that the shared information serves clear academic or administrative objectives, the content is relevant and of high

quality, and the currency indicates timeliness and accuracy. Emphasizing these indicators creates a communication environment in which students remain well-informed and engaged, ultimately contributing to greater academic participation and sustained institutional trust (Santos et al., 2024).

Digital Platforms and Social Media as Communication Channels

Social media platforms play a vital role in disseminating institutional information in higher education, facilitating communication between universities and their stakeholders. They enable the swift distribution of announcements, academic updates, event information, and research outcomes to large audiences, supporting both one-way information sharing and interactive dialogue (Yousif et al., 2021; Zimba & Gasparyan, 2021). The extensive reach, immediacy, and interactive nature of these platforms allow institutions to share information in real time, encourage peer interaction, and boost community engagement, thereby enhancing students' creativity, motivation, and overall educational experience (Habibi et al., 2018; Li, 2022). Research further shows that both educators and students generally view technology-enhanced teaching and communication practices positively. For instance, Ellorin et al. (2024) found that pedagogical innovations and the integration of technology were perceived as improving engagement and instructional delivery, despite ongoing challenges with resources and implementation. Supporting this view, recent studies show that the effectiveness of digital platforms is more influenced by users' perceptions of usability, accessibility, and relevance than by technological features alone, indicating that user-centered evaluation is crucial when assessing institution-managed digital communication platforms, such as digital school publications shared via social media (Anselmo, 2024). However, issues such as information overload, inconsistent engagement levels, digital literacy gaps, and risks related to algorithm changes, content moderation, and data privacy continue to impact communication effectiveness, emphasizing the need for systematic evaluation to optimize social media's role as a communication channel in higher education (Salomé Ibacache Oliva et al., 2024; Yousif et al., 2021).

Accessibility in Digital Publications

Ensuring that digital publications are accessible is crucial to offering equal opportunities to all students, regardless of their tech skills or device choice. Accessibility across devices and platforms enhances user experience and satisfaction, enabling individuals to engage with content seamlessly, whether using smartphones, tablets, laptops, or assistive technologies. Inclusive design principles should accommodate a broad spectrum of user abilities, including those with disabilities, by integrating features like screen readers, alternative text for images, adjustable fonts, and user-friendly interfaces to ensure universal access (Drljić et al., 2025; Farias-Gaytan et al., 2021). Digital inclusion extends beyond mere technical accessibility; it guarantees that information is available to all students, irrespective of socioeconomic or infrastructural barriers. Challenges such as limited Internet bandwidth, outdated hardware, or a lack of digital literacy can hinder marginalized groups from fully utilizing digital academic resources. Consequently, institutions should focus on affordable access, offline availability, and support for digital literacy to foster a more inclusive academic environment that aligns with sustainable development goals related to quality education and reducing inequality (Djatkiko et al., 2025; Livingston et al., 2022). Recognizing accessibility as a distinct area of evaluation in digital publication studies is essential. It underscores the significant intersection of technology, pedagogy, and equity, ensuring that digital communication platforms adhere to inclusivity principles and address students' diverse needs. This focus ultimately strengthens institutional commitment to digital equity and enhances the effectiveness and reach of academic communication (Drljić et al., 2025; Wimpenny et al., 2022).

Participation and Student Engagement

Opportunities for interaction, feedback, and engagement enhance students' connection to institutional communication, fostering a sense of belonging and motivation to participate in academic life actively. Interactive communication channels allow students to express their opinions, seek clarification, and engage in dialogue with faculty and peers, thereby strengthening their attachment to the institution and enhancing their learning experiences. Research shows that active student engagement, such as participation in discussions and feedback mechanisms, correlates with improved learning outcomes and satisfaction (Miller & Dumford, 2018; Pérez-López et al., 2020). Participation is a key factor in creating a supportive and responsive learning environment. When students feel that their voices are heard and valued, they are more likely to engage with course content, collaborate effectively with others, and sustain motivation throughout their studies. Equitable participation, supported by targeted interventions such as inclusive pedagogies and collaborative technologies, fosters dialogue that accommodates diverse perspectives and reduces disparities in engagement, ultimately contributing to richer learning experiences (Oluwajana et al., 2021; Sedova et al., 2025). Separately examining participation and accessibility aligns with the refined research questions by emphasizing the distinct roles each plays in institutional communication. While accessibility focuses on ensuring that all students can reach and comprehend information regardless of limitations, participation centers on the depth and quality of students' active involvement. This distinction allows for a more comprehensive analysis of how institutions can foster both inclusion and dynamic engagement to support student success (Radovan & Radovan, 2024; Wang & Ji, 2021).

Content Quality and Relevance

In the realm of digital publications at higher education institutions, it is crucial to have content that is clear, precise, relevant, and easy to understand. Such content not only makes information accessible to a wide range of students but also upholds academic integrity and institutional credibility. When digital publications offer well-organized, accurate content that meets students' needs, they promote effective knowledge dissemination and bolster academic achievement (Lazarenko et al., 2022; Pradhan & Maharana, 2022). The quality

of content significantly impacts students' trust in institutional platforms. Trust is built when students consistently find dependable, well-maintained, and pertinent digital content that strengthens the institution's reputation and legitimacy. This trust motivates students to continue using digital channels for academic purposes, thereby increasing engagement and fostering a lasting connection between students and institutional communication resources (Catapan et al., 2025; Guo, 2022). Furthermore, providing transparent and accurate information minimizes confusion and misinformation, aiding students' understanding and informed decision-making. Evaluating the purpose and content as foundational elements is essential, as they encompass both the intent behind the published materials and the quality of the information provided. Ensuring alignment with institutional objectives and academic standards ensures that the content meets user expectations and serves meaningful educational or communicative purposes. Therefore, assessing digital publications from these perspectives supports effective institutional communication strategies and ultimately improves the student experience and trust (Bader & Condrache, 2025; Ismail et al., 2021).

Layout and Aesthetics in Digital Communication

Visual design, structure, and readability are crucial to effective digital communication because they influence user engagement and information processing. An aesthetically pleasing design with straightforward typography and a well-organized layout enhances a user's ability to intuitively navigate content, thereby reducing mental effort and promoting ongoing interaction. Research indicates that a simple interface design and user-friendly navigation enhance users' perceived ease of use and satisfaction, which, in turn, influences their willingness to interact with digital platforms (Lun et al., 2024). Readability, which includes a clear typographic hierarchy, a suitable font size, and well-spaced text, aids understanding and memorization of information. Studies suggest that documents and web pages with high readability decrease user fatigue and enhance knowledge retention, thereby supporting more effective communication, particularly on educational platforms (Elahi et al., 2024; Poon, 2021). Additionally, the visual arrangement and organization of complex graphical symbols can improve cognitive processing and memory, indicating that ordered layouts enhance the user experience without compromising informational complexity (Zhang et al., 2024). Effective design and aesthetics also lead to greater user satisfaction by providing a positive, engaging experience, building trust, and encouraging repeat visits. A combination of easy navigation and a visually appealing design helps users find information quickly and boosts their motivation to engage with the content (Pancer et al., 2018; Zhao, 2024). Given their critical importance, layout and aesthetics should be considered key evaluation criteria in digital communication assessments to ensure clarity, recall, and continuous user engagement.

Challenges and Barriers in Accessing Digital Publications

The challenges and obstacles to accessing digital publications are complex and significantly impact user experience and engagement. Connectivity issues, especially in areas with poor or unreliable Internet, are among the most widespread problems. These interruptions can delay access to digital content and prevent students and other users from fully engaging in academic activities. Limited bandwidth, frequent Internet outages, and high data costs further widen the digital divide, restricting access to essential educational resources (Djatkiko et al., 2025). Additionally, platform limitations present significant hurdles to their use. Many digital publication platforms face usability issues, including complex navigation, a lack of mobile-friendliness, and insufficient support for assistive technology. These challenges can limit accessibility for users with disabilities or those using various devices, hindering digital inclusion efforts. Moreover, inflexible platform structures may reduce content interactivity and personalization, thereby lowering user engagement and satisfaction. The lack of standardized interfaces and compatibility issues across different digital repositories can confuse and hinder smooth access to information (Pradhan & Maharana, 2022). Engagement barriers encompass both technological and motivational factors. Users may experience digital fatigue, an overwhelming amount of information, or difficulty finding relevant content, which can lead to decreased participation and lower learning outcomes. A lack of digital literacy skills further impedes users' ability to navigate and use digital publications effectively, posing a barrier to full participation in digital academic settings. These engagement challenges underscore the necessity of institutional strategies to support user training, content curation, and personalized learning pathways (Kabakus et al., 2023; Livingston et al., 2022). Recognizing these challenges is crucial to accurately diagnosing problems and developing targeted institutional interventions to address them. A systematic approach to identifying problems in studies on digital publications enables institutions to prioritize improvements in infrastructure, platform design, and user support, thereby enhancing accessibility, engagement, and educational outcomes.

Methodology

Research Design

This study utilized a descriptive–quantitative methodology to systematically explore students' views on the effectiveness of Intelligencer's Minter as a digital school publication. A descriptive quantitative approach is suitable when the main goal is to depict existing conditions, perceptions, and phenomena as they naturally occur without altering variables or introducing experimental interventions. This design facilitates objective measurement and numerical analysis of respondents' evaluations using statistical methods. Specifically, a descriptive–quantitative design was employed to assess the effectiveness of Intelligencer's Minter in terms of its purpose, content, timeliness, accessibility, engagement, and design and aesthetics, based on student feedback. It also allowed the study to identify challenges in accessing the publication and to explore differences in perceptions across respondents categorized by demographic factors, such as gender and department. This research design is well-suited to addressing questions framed as “to what extent” and “are there significant differences,” as it emphasizes describing patterns, trends, and relationships within the data rather than



establishing causal effects. Using this approach, this study offers a precise, evidence-based evaluation of the current effectiveness of digital school publications, thereby aiding data-driven institutional decision-making.

Respondents

The study's participants included 200 genuine students from Northeastern College, representing a range of departments and academic years. The sample size was chosen to ensure a representative group of respondents and to accurately reflect students' views on digital school publications across various academic disciplines. A sample size of 200 was considered sufficient for descriptive quantitative analysis, enabling the reliable calculation of descriptive statistics and inferential tests, such as the t-test and one-way ANOVA. A simple random sampling method was used to ensure that every student had an equal chance of being selected. An official list of enrolled students was obtained from the college records, and participants were randomly selected. Students who met the inclusion criteria were invited to participate in the study. The criteria required that participants be officially enrolled in the study, have access to Intelligencer's Minter via at least one social media platform, and willingly agree to participate. In addition to the student participants, expert validators also took part in the research process. These validators were professionals with expertise in journalism, media studies, and information literacy, and were responsible for assessing the content and structure of the research instrument. Their task was to ensure that the questionnaire items were clear, relevant, and aligned with the study's objectives. Feedback from the validators was used to refine the instrument before data collection, thereby enhancing its content validity.

Instrument

A researcher-made questionnaire was used as the main data-gathering instrument. The tool consisted of three major parts: the first section gathered the profile of respondents, including sex, department, year level, and social media accessibility; the second section evaluated the effectiveness of The Minter in terms of purpose, content, currency, accessibility and participation, and layout and aesthetics using a five-point Likert scale; and the third section identified the problems encountered by students when accessing the publication. To ensure quality and accuracy, the questionnaire was content validated by experts in journalism, media, and information literacy. The results showed a high content validity index (CVI = 4.30) and an excellent reliability coefficient (Cronbach's $\alpha = 0.92$), confirming that the instrument was consistent, dependable, and appropriate for the study objectives.

Procedure

The study was conducted methodically and sequentially. Initially, formal approval to conduct the research was obtained from the College Coordinator and the Adviser of Intelligencer's Minter. Once permission was granted, the researcher finalized the validated questionnaire by incorporating suggestions from the expert validators. The tool was then set up for both online and in-person distribution to enhance student engagement and improve the course's accessibility. Data collection was conducted to ensure that responses accurately reflected students' current experiences with the digital school publication. The questionnaire was distributed electronically via an online survey platform and handed out personally to selected participants during their available class time. To avoid duplicate responses and reduce response bias, participants were instructed to complete the questionnaire only once, and duplicate entries were identified using timestamp checks, similar response patterns, and platform-generated logs. Participation was voluntary, and anonymity was guaranteed to promote honest and unbiased responses. Throughout the data collection process, responses were regularly checked for completeness and consistency. After collection, the data were reviewed and cleaned by eliminating incomplete, inconsistent, and duplicate responses.

Responses to the effectiveness indicators were scored on a 5-point Likert scale: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree. Weighted means and standard deviations were calculated to assess Minter's effectiveness across the specified domains. Inferential statistical tests were used to examine differences in perceptions by respondent characteristics.

Data Analysis

Data were analyzed using descriptive and inferential statistical methods. Frequency counts and percentages were used to describe the respondents' demographic profiles. At the same time, weighted means and standard deviations were computed to determine students' perceptions of the effectiveness of Intelligencer's Minter across purpose, content, currency, accessibility, participation, and layout and aesthetics. To determine differences in perceptions between groups, an independent-samples t-test was used to compare male and female respondents, and a one-way analysis of variance (ANOVA) was used to examine differences across academic departments, as these tests are appropriate for comparing mean scores between two groups and among multiple groups, respectively. Qualitative responses from open-ended questions on problems encountered in accessing publications were analyzed by grouping similar responses into common themes and interpreting them descriptively to support the quantitative findings.

Ethical Considerations

This study strictly adhered to ethical research standards. Before data collection, informed consent was obtained from all participants, and participation was voluntary. To ensure anonymity, participants were not asked for names or other identifying details; instead, they were assigned coded identifiers (e.g., R1, R2, R3), and all responses were reported in aggregate. The confidentiality of the data was rigorously maintained, and access was restricted solely to the researchers. All collected data will be securely stored in password-protected files for documentation and verification. After this period, all electronic files will be permanently deleted, and any printed



materials will be securely shredded. The data were used exclusively for academic purposes, and no physical, psychological, or social harm was inflicted on participants during the study.

Results and Discussion

Table 1. *The demographic profile of the respondents*

Profile	Categories	Frequency	Percentage (%)
Sex	Male	93	46.50%
	Female	107	53.50%
Year Level	1st Year	64	32.00%
	2nd Year	58	29.00%
	3rd Year	56	28.00%
	4th Year	22	11.00%
Department	CABA	21	10.50%
	COGE	19	9.50%
	COIT	22	11.00%
	CON	22	11.00%
	SOM	19	9.50%
	COC	28	14.00%
	COLA	23	11.50%
	COHM	23	11.50%
	COED	23	11.50%
Accessibility	Facebook	200	100.00%
	Instagram	13	6.50%
	YouTube	19	9.50%
	TikTok	11	5.50%
Total		200	100.00%

Table 1 shows the demographic profiles of our respondents. Regarding gender, there was a slight majority of female respondents (53.50%) compared with male respondents (46.50%). This provides a fairly balanced gender profile, with women slightly outnumbering men. This may mirror the general trends observed in higher education, where gender ratios vary across different fields or disciplines.

By year level, most respondents were in their 1st Year, accounting for 32.00% of the sample. They were followed closely by 2nd Year students (29.00%) and 3rd Year students (28.00%). The 4th Year students had the least representation at 11.00%. This suggests that many respondents are still in the early stages of their academic journeys and are focusing on foundational knowledge rather than specialization. When we consider representation by departments, the College of Criminology (COC) leads with 14.00%, while the Colleges of Engineering (COGE) and the School of Management (SOM) are at the lower end with 9.50% each. This could indicate varying levels of interest across academic departments, depending on the nature of the courses or students' interests. Finally, regarding digital accessibility, all respondents used Facebook (100.00%), highlighting its widespread use among students. However, fewer respondents used other platforms: 9.50% used YouTube, 6.50% used Instagram, and 5.50% used TikTok. This suggests that Facebook is the go-to social networking site for students, while other platforms see lower usage, which might reflect students' content preferences or social media habits.

Table 2. *Intelligencer's the Minter in Terms of Purpose and Content*

Statement	Weighted Mean (WM)	Standard Deviation (SD)	Qualitative Description
Provides important information to students, faculty, and staff.	4.70	0.81	Strongly Agree
Serves as public information.	4.66	0.10	Strongly Agree
Improves communication within the institution.	4.56	0.60	Strongly Agree
Stands as a credible partner of development in the institution.	4.58	0.10	Strongly Agree
Helps achieve the College's vision, mission, and goals.	4.57	0.90	Strongly Agree
I can understand what is written in the digital publication.	4.70	0.81	Strongly Agree
Organizes content in an easy-to-use format.	4.66	0.10	Strongly Agree
Provides useful links and related information.	4.56	0.60	Strongly Agree
Presents accurate and current information.	4.58	0.10	Strongly Agree
Engages readers with entertaining and positive posts that foster community engagement.	4.57	0.90	Strongly Agree
Average Weighted Mean	4.61	0.50	Strongly Agree

Table 2 indicates that students rated Intelligencer's Minter very highly in terms of purpose and content, with an overall average weighted mean of 4.61 (Strongly Agree). Respondents strongly agreed that the publication provides important and credible information, improves institutional communication, aligns with the college's vision and mission, and presents content that is clear, accurate, and easy to understand. These findings suggest that Minter effectively fulfills its role as a formal digital school publication and as a trusted



institutional communication tool. This result is consistent with the literature, emphasizing that institution-managed digital publications must demonstrate clarity of purpose, content accuracy, and relevance to maintain credibility and trust among students (Pinto & Leite, 2020; Deng & Feng, 2021). Moreover, studies have shown that well-organized, understandable digital content enhances student engagement and supports effective information dissemination in higher education institutions (Lazarenko et al., 2022; Catapan et al., 2025). Thus, the strong ratings in Table 2 affirm that Intelligencer’s Minter aligns with established principles of effective institutional communication and content quality

Table 3. *Intelligencer’s the Minter in terms of currency*

Statement	M	SD	Qualitative Description
Regularly updated (at least once a week).	4.51	0.89	Strongly Agree
Updates provide timely information.	4.52	0.70	Strongly Agree
The information presented is up to date.	4.58	0.75	Strongly Agree
Articles are fresh and new.	4.60	0.91	Strongly Agree
Old articles are still visible.	4.42	0.89	Strongly Agree
Average Weighted Mean	4.52	0.83	Strongly Agree

Intelligencer's The Minter exhibits strong content currency, as indicated by an average weighted mean of 4.52, with qualitative descriptions of "Strongly Agree" across statements on regular updates, timely information, up-to-date content, fresh articles, and the visibility of older articles. Regular updates, a critical facet of currency in online information sources, ensure that content remains relevant and reflects the latest developments, enhancing user trust and engagement. Timeliness, freshness, and the presence of both new and older articles capture a balance between current relevance and comprehensive archival access, which is important for maintaining information value. The emphasis on frequent updates aligns with the broader understanding that currency, or the timeliness of information, is crucial for the reliability of any data source, particularly in fields influenced by rapid change, such as currency markets and digital financial information (Alsalem & Hasoon, 2020). Thus, the Minter maintains a high degree of currency, contributing to its credibility and utility.

Table 4. *Intelligencer’s the Minter in terms of Accessibility and Participation*

Statement	M	SD	Qualitative Description
Provides equivalent information to ensure that all users have equal access to information.	4.58	0.75	Strongly Agree
Feedback, comments other inquiries are accessible.	4.58	0.78	Strongly Agree
Multiple social media platforms (e.g., Facebook, TikTok, Instagram) allow to reach a wider audience, enhancing both accessibility and participation.	4.61	0.88	Strongly Agree
Intelligencer’s the Minter social media platforms can be utilized for various devices, ensuring accessibility for all.	4.64	0.89	Strongly Agree
Effective use of relevant hashtags increases the visibility of the publication’s posts and makes them more accessible.	4.54	0.77	Strongly Agree
Average Weighted Mean	4.59	0.81	Strongly Agree

Table 4 shows that students likewise strongly agreed that Intelligencer’s Minter was effective in terms of accessibility and participation, obtaining an average weighted mean of 4.59. Respondents perceived that the publication provided equal access to information, supported feedback and interaction through comments and inquiries, and utilized multiple social media platforms and devices to reach a wider audience. These findings indicate that Minter successfully promoted inclusive access while encouraging student participation and engagement. This aligns with prior research that emphasizes the importance of accessibility across platforms and devices for digital equity and user satisfaction in higher education (Drljić et al., 2021; Drljić et al., 2025). In addition, the literature emphasizes that interactive features and participatory opportunities strengthen students’ sense of belonging and engagement with institutional communication (Miller & Dumford, 2018; Pérez-López et al., 2020). Therefore, the results in Table 4 support existing studies that view accessibility and participation as critical dimensions of effective digital publications and inclusive institutional communication strategies

Table 5. *Intelligencer’s Minter: Layout and Aesthetics*

Statement	M	SD	Qualitative Description
Posts are well-organized, with clear strategies that guide the viewer's eye, making information easy to read.	4.70	0.66	Strongly Agree
A mix of photos, infographics, and videos keeps the content engaging.	4.64	0.56	Strongly Agree
The choice of fonts prioritizes readability.	4.63	0.55	Strongly Agree
Maintains a consistent color strategy and logo placement which reinforces brand identity.	4.68	0.55	Strongly Agree
Using consistent post templates for regular content such as announcements and events helps maintain a clean and organized feed.	4.71	0.56	Strongly Agree
Average Weighted Mean	4.67	0.58	Strongly Agree

Table 5 demonstrates that students rated Intelligencer’s Minter very highly in terms of layout and aesthetics, with an average weighted mean of 4.67 (Strongly Agree), the highest of all evaluated domains. Respondents strongly agreed that posts were well-organized, visually engaging, readable, and consistent in design, including the effective use of fonts, colors, templates, and multimedia elements.



This indicates that the publication’s visual structure supports navigation, readability, and sustained user engagement. These findings are strongly supported by the existing literature, which emphasizes that a clear layout, visual consistency, and aesthetic appeal significantly enhance the user experience, comprehension, and information retention in digital communication (Pancer et al., 2018; Lun et al., 2024). Moreover, studies have highlighted that visually structured and readable digital content reduces cognitive load and increases trust and satisfaction among users, particularly in educational settings (Elahi et al., 2024; Zhang et al., 2024). Thus, the strong results in Table 5 affirm that effective design and aesthetics play a crucial role in maximizing the impact and usability of digital school publications

Table 6. *Inferential Analysis on Respondents’ Perception of Intelligencer’s the Minter When Grouped According to Sex and Department (N = 200)*

Variables	Grouping Variable	Statistical Test	Mean	SD	t / F-Value	p-Value	Decision	Interpretation
Purpose	Sex (Male vs. Female)	t-test	4.58 / 4.62	0.49 / 0.51	0.78	0.437	Not Significant	No significant difference in perception between male and female respondents.
Content	Sex (Male vs. Female)	t-test	4.55 / 4.59	0.53 / 0.48	0.64	0.524	Not Significant	Both male and female respondents viewed content quality similarly.
Currency	Sex (Male vs. Female)	t-test	4.51 / 4.54	0.46 / 0.50	0.52	0.603	Not Significant	Timeliness of updates was perceived equally by both sexes.
Accessibility and Participation	Department (Various)	ANOVA	4.63	0.47	1.28	0.267	Not Significant	Perceptions across departments did not significantly differ.
Layout and Aesthetics	Department (Various)	ANOVA	4.67	0.45	2.94	0.042*	Significant	Design and presentation preferences varied slightly across departments.

Significant at $p < 0.05$

Table 6 reveals that there were no significant differences in students’ perceptions of Intelligencer’s Minter across the domains of purpose, content, and currency, regardless of sex, indicating that male and female respondents viewed the publication's effectiveness similarly. Likewise, no significant differences were found across departments regarding accessibility and participation. However, a significant difference emerged in terms of layout and aesthetics when respondents were grouped by department, suggesting that design preferences and visual expectations may vary across academic disciplines. This finding aligns with the literature, indicating that while core communication qualities such as clarity, accuracy, and timeliness tend to be universally valued, aesthetic preferences are often influenced by disciplinary culture and academic orientation (Poon, 2021; Zhao, 2024). Research suggests that students from different fields may prioritize design elements differently based on their exposure to visual standards, media practices, or professional norms (Montagud et al., 2020; Radovan & Radovan, 2024). Overall, Table 6 supports the notion that Intelligencer’s Minter is broadly effective across student groups, while also highlighting the importance of considering departmental diversity when refining visual-presentation strategies.

Table 7. *Weighted Mean Summary of Intelligencer’s the Minter (N = 200)*

Domain	Average Weighted Mean (AWM)	SD	Verbal Interpretation
Purpose	4.61	0.50	Strongly Agree
Content	4.61	0.50	Strongly Agree
Currency	4.52	0.83	Strongly Agree
Accessibility and Participation	4.59	0.81	Strongly Agree
Layout and Aesthetics	4.67	0.58	Strongly Agree
Overall Weighted Mean	4.60	0.64	Strongly Agree

Note: Layout and Aesthetics obtained the highest mean, indicating strong appreciation of the publication’s design quality, while Currency ranked lowest, suggesting a need for more frequent updates and timely content delivery.

The weighted mean summary of Intelligencer’s Minter reveals a strong appreciation across several areas, including Purpose, Content, Accessibility and Participation, Layout and Aesthetics, and Currency, with an overall positive perception indicated by "Strongly Agree" ratings. This suggests comprehensive excellence in the publication's goals, content quality, visual design, and reader involvement, although the slightly lower score in currency suggests a need for more frequent content updates. Related studies highlight the significance of these aspects in assessing the publications and media. For example, a literature review stressed that a clear and purposeful content framework enhances readers' understanding and engagement, thereby boosting a publication's value and impact within its domain (Li, 2023). The high rating in Layout and Aesthetics is consistent with research indicating that effective design not only draws readers but also improves content accessibility, making it a crucial factor in publication success (Li, 2023). The lower score in Currency, though still in "Strongly Agree," highlights a common challenge of keeping content timely and up-to-date, especially in rapidly changing fields where currency directly affects relevance and user trust. The literature on content management advocates continuous content updates to sustain audience engagement and credibility, which aligns with data interpretation (Li, 2023). Finally, the strong mean in Accessibility and Participation reflects current trends in promoting interactive and inclusive publication practices,

which the literature identifies as crucial for democratizing information and fostering community engagement (Li, 2023). Overall, the weighted mean summary for Intelligencer's Minter aligns with principles established in the literature regarding content quality, design, currency, and audience engagement, further affirming their essential role in effective media and publication evaluation.

Table 8. *Correlation Matrix of Publication Domains of Intelligencer's the Minter (N = 200)*

Domains	Purpose	Content	Currency	Accessibility & Participation	Layout & Aesthetics
Purpose	1	.85**	.78**	.69**	.72**
Content	.85**	1	.76**	.73**	.74**
Currency	.78**	.76**	1	.68**	.65**
Accessibility & Participation	.69**	.73**	.68**	1	.74**
Layout & Aesthetics	.72**	.74**	.65**	.74**	1

The correlation matrix in Table 8 demonstrates strong, statistically significant positive relationships among the publication domains of Intelligencer's The Minter, highlighting the interconnectedness of purpose, content, currency, accessibility, and participation, as well as layout and aesthetics. The highest correlation was between Purpose and Content ($r = .85, p < .01$), indicating that articles with clear objectives are likely to contain rich, relevant content. This aligns with media studies suggesting that a purposeful editorial direction drives content quality and coherence. Currency also shows strong ties with Purpose ($r = .78, p < .01$) and Content ($r = .76, p < .01$), emphasizing that up-to-date material enhances the relevance and intent of the publications. Accessibility and Participation exhibited robust correlations with Content ($r = .73$) and Layout and Aesthetics ($r = .74$), consistent with accessibility research, which argues that user engagement and inclusivity are optimized through effective design and clear content presentation (Sandnes, 2021; Zhu et al., 2023). The relationship between Layout & Aesthetics and the other domains (ranging from 0.65 to 0.74) underscores its critical role in facilitating information access and audience interaction, consistent with the literature that stresses design's impact on media accessibility and user experience (Montagud et al., 2020). Overall, these intercorrelations support the need for integrated publication strategies to enhance reader comprehension, engagement, and satisfaction.

Conclusions

This study provides an integrated evaluation of Minter as a digital school publication by synthesizing students' assessments across purpose, content, currency, accessibility, participation, and layout and aesthetics. Collectively, the findings indicate that the publication functions not merely as an information outlet but as a coherent institutional communication system in which a clear purpose and high-quality content are reinforced by effective design, inclusive access, and opportunities for engagement. The strong interrelationships among these domains suggest that the effectiveness of digital school publications is multidimensional, requiring alignment between editorial direction, visual presentation, and participatory features to sustain credibility, trust, and student engagement. Simultaneously, the comparatively lower (though still positive) rating for currency highlights the need for sustained attention to timely updates to preserve relevance in fast-moving digital environments. These results should be interpreted with caution due to several limitations, including reliance on self-reported perceptions, a focus on a single institution, and a descriptive design that does not establish causal relationships. Despite these constraints, the study makes a meaningful evaluative contribution to digital school publication research by offering a structured, evidence-based framework for assessing institution-managed digital publications from the student perspective, thereby informing data-driven decisions for optimizing institutional communication practices in higher education.

Based on the findings of this study, the following recommendations are organized into practical, policy, and future research directions, with each recommendation explicitly aligned to specific results and presented with consideration of feasibility and priority.

Given the consistently high ratings for purpose and content, the editorial team should sustain current content standards by maintaining clear messaging, accurate information, and alignment with the institution's vision and mission, as these are already effective and require minimal additional resources. As layout and aesthetics emerged as the highest-rated domain (Table 5) but showed significant differences across departments, a moderate-priority action is to refine visual templates by incorporating minor design variations or flexible layouts that can better accommodate diverse disciplinary preferences without compromising the brand's consistency. In response to currency receiving the lowest relative mean, a high-priority and feasible recommendation is to implement a structured posting schedule (e.g., weekly updates and event-based releases) to ensure sustained, timely, and relevant content. For accessibility and participation, the continued use of multiple platforms and devices should be maintained while gradually enhancing interactive features such as polls, feedback prompts, and moderated comment sections to deepen student engagement.

At the policy level, institutions may formalize digital publication guidelines that define minimum standards for update frequency, accessibility compliance, and content verification, directly addressing currency, accessibility, and credibility. Given the absence of significant differences in perceptions across sex and most departments, institutions can confidently adopt a unified communication framework while allowing limited departmental input on design-related elements. Additionally, allocating institutional support, such as designated student editors, faculty advisers, or modest operational funding, can help ensure sustainability and consistency in digital publication practices, particularly by maintaining timely updates and ensuring content quality assurance.

Future studies may expand on this research by conducting multi-institutional comparisons to determine whether the effectiveness patterns observed in Intelligencer's Minter are consistent across different higher-education contexts. Given that this study relied on

self-reported perceptions, future research may integrate usage analytics, engagement metrics, or qualitative interviews to triangulate findings and deepen the understanding of user behavior. Moreover, experimental or longitudinal designs could examine how specific interventions, such as increased posting frequency or redesigned layouts, directly influence engagement, trust, and information retention over time. These directions would extend the evaluative contribution of the present study and strengthen the evidence base for optimizing digital school publication.

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