**Jacksonville State University Educational Program Student Outcomes Report**

**Use a separate sheet for each Outcome and Level**

**For assistance with operational planning or budget requests, please contact Kim Presson at** [**kpresson@jsu.edu**](mailto:kpresson@jsu.edu) **or 8142**

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| **School** | **Business and Industry** | **Degree Program** | **Communication – Broadcast**  **(Digital Media Production, 2021-2022 catalog)** |
| **Dean** | **Dr. William Fielding (17-19)**  **Dr. Steven McClung (Nov. 2021); Dr. Brent Cunningham (Dec. 2021-Present)** | **Level** | **Undergraduate** |
| **Department Chair** | **Kingsley Harbor (2017 – 7/19)**  **Patrick McGrail (Aug. ’19 Aug. ’21); Chris McCollough (Present)** | **Point of Contact if Different than Chair** |  |

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| **PLO 1: Expected Outcome** | Theory-Students will understand concepts and apply theories in the use and presentation of images and information. |
| **Method of Measurement (describe assessment tool and identify goal)** | Traditionally, two assessors used a descriptive rubric to grade the students’ projects with the object of a score of 4, or "above average."  In response to our provisional assessment from ACEJMC in December 2019, the department migrated to a 3-person review team that now includes an advisory board member from the industry to provide industry-current perspective on the work, which better aligns us with ACEJMC accreditation expectations on assessment during the 2020-2021 Academic year. Additional notes from the accreditation visit inform committee recommendations throughout this report.  The rubric rated student performance on a scale of 1 to 5 (unacceptable = 1-2; satisfactory = 3; above average = 4; and exceptional = 5  To determine overall effectiveness of achievement of learning outcome, the committee tabulates overall achievement of “above average” work on percentage among the population of broadcast (now digital media production) students.  Attainment levels – 100-90 – exceptional; 89-80 – above average; 79-70 – satisfactory; 69 and below – unacceptable. |
| **2017-2018**  **Results and Use of Results**  **Due October 15, 2018** | Capstone project 72%, "satisfactory"  In our meeting the faculty panel noted a reasonable achievement of learning and decided that we had met our goal and were not going to make any changes to the program at this time.  That said, attainment of outcome at satisfactory merit additional monitoring for the next year, particularly in effective articulation of theory in practice, or in discussing the effect of disciplinary work on audiences and society. We will continue to review the relevance of project, and should the numbers continue at this level, we will integrate additional exercises and look at curriculum to impact attainment of the PLO. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project -89%, hence "above average" cusp "exceptional"  In comparison with 2017-2018, the cohort demonstrated remarkable progress in our articulation of theory as it relates to professional practice in industry. Students’ ability to discuss and apply theory in their work stood out in most cases in review of capstone work.    In our meeting, the committee decided that given the progress from students, we had met our goal and there was not going to be a need to make any changes to the program at this time.  We will observe our progress each term, and revisit corrective action, should it become necessary. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 88%, hence “above average”  Students continued to show a consistent level of effective articulation of theory, as well as integration of concepts in producing quality content in the capstone course projects.  **NOTE:** Following a critical review of external site visitors with ACEJMC, it was noted the broadcast program needed considerable modernization of curriculum, as well as a stronger emphasis on industry perspective and modern effects theory that informed practice. In response to this critical review, the department of communication committed resources to adding personnel with closer ties to industry, a strong assessment lead on accreditation, and analysis of industry-current curriculum around the country to better meet this need. Additionally, the committed agreed to add an industry professional to make it a committee of 3 to enhance our review of program learning. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 89%, hence “above average”  The consistently strong performance in meeting the learning outcome is clear, but the unit did sit with data gathered in response to ACEJMC evaluation as a committee. Focusing on theory, the committee endorsed the move to revive a communication theory course for the 21-22 catalog that can balance practical and effects theory for aspiring professionals, to help ensure strong integration of theory with practice. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 100% rated “above average”  In our committee meeting the team applauded a strong performance by students on integration of theory in the remaining cohorts of broadcast production, as we are now migrating to digital media production. In the Spring of 2022, the institution approved the integration of COM 358 – Communication Theory, back into our concentration cores, which will serve to ensure successful integration of theory in learning across the major concentrations. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Capstone rated at 72% - satisfactory  The committee identify some issues among several students in both sections of capstone in addressing theory and principles of best practice in the broadcast studio and news production process. Recommendations from the committee include the increased volume of production in the course to help reinforce the values through repetition, as well as the continued onboarding of COM 358 to help manage student understanding of effects theory in practice. |
| **PLO 2: Expected Outcome** | Critical thinking - Students will think critically, creatively and independently. |
| **Method of Measurement (describe assessment tool and identify goal)** | Traditionally, two assessors used a descriptive rubric to grade the students’ projects with the object of a score of 4, or "above average."  In response to our provisional assessment from ACEJMC in December 2019, the department migrated to a 3-person review team that now includes an advisory board member from the industry to provide industry-current perspective on the work, which better aligns us with ACEJMC accreditation expectations on assessment during the 2020-2021 Academic year. Additional notes from the accreditation visit inform committee recommendations throughout this report.  The rubric rated student performance on a scale of 1 to 5 (unacceptable = 1-2; satisfactory = 3; above average = 4; and exceptional = 5  To determine overall effectiveness of achievement of learning outcome, the committee tabulates overall achievement of “above average” work on percentage among the population of broadcast (now digital media production) students.  Attainment levels – 100-90 – exceptional; 89-80 – above average; 79-70 – satisfactory; 69 and below – unacceptable. |
| **2017-2018**  **Results and Use of Results**  **Due October 15, 2018** | Capstone project 69%, hence low "satisfactory" cusp "unacceptable"  In our meeting, the committee acknowledged the relatively poor performance in this cohort on effective critical thinking, demonstrated in analysis and decision-making in the process of development of projects to meet client or instructor needs.  As it represented the first such instance of poor performance, rather than committing to a drastic change, the committee agreed that the trend was to be monitored with the next graduating cohort, and that instructors in the program were to be encourage to frame production instruction around establishing a healthy pattern of critical analysis and decision-making. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 87%, hence "above average"  The committee was please to see a natural progression in performance on this particular PLO. In reviewing student portfolios, it became clear students are articulating the points of emphasis in critical analysis of a situation, leading to effective decision-making.  The committee is committed to critical review to ensure stability on this PLO among future cohorts. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 90%, hence “exceptional”  In reviewing student production work, it is clear that they are performing exceptionally well in demonstrating a healthy critical, creative, and independent form of thinking in media production.  **NOTE:** In light of the ACEJMC critique and or mandated need to adapt, we are committed to maintaining critical thinking as part of the process, and believe the suggestions to integrate stronger industry elements in the curriculum and as part of the assessment team will only serve to enhance critical thinking as part of our assessment. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 100% rated “exceptional”  The committee was impressed across the board with our student’s performance in critical thinking during this review cycle. Of note is the addition of our industry partner on the committee, who lauded several students’ efforts to “adapt and overcome” on projects where issues arose, and they had to make adjustments.  The committee sees that the decision to make this a point of emphasis in teaching production has been fruitful, and recommends its continuation, particularly in balance with the emphasis on industry integration. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 100% rated “exceptional”  Our committee was once again impressed with the students’ performance on this PLO, citing a strong culture of adaptability, and commitment to personal growth on project work between terms in their review of student portfolios.  With the onboarding of COM 445 for launch in Spring of 2024 as part of the new digital media production program, the committee notes a desire to see how critical thinking is applied in terms of the economics of the various media industries. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Students rated at 100% on application of critical thinking – Exceptional.  Faculty noted the skill demonstrated among students in application of news values, adaptive mindset to make video packages and the overall broadcast work, and consideration of best production and editing techniques on the final technical product.  To help encourage even stronger performance, the committee reiterates its recommendation to expand frequency of production, and the integration of live broadcasting in the program. |

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| **PLO 3: Expected Outcome** | Research - Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work. |
| **Method of Measurement (describe assessment tool and identify goal)** | Traditionally, two assessors used a descriptive rubric to grade the students’ projects with the object of a score of 4, or "above average."  In response to our provisional assessment from ACEJMC in December 2019, the department migrated to a 3-person review team that now includes an advisory board member from the industry to provide industry-current perspective on the work, which better aligns us with ACEJMC accreditation expectations on assessment during the 2020-2021 Academic year. Additional notes from the accreditation visit inform committee recommendations throughout this report.  The rubric rated student performance on a scale of 1 to 5 (unacceptable = 1-2; satisfactory = 3; above average = 4; and exceptional = 5  To determine overall effectiveness of achievement of learning outcome, the committee tabulates overall achievement of “above average” work on percentage among the population of broadcast (now digital media production) students.  Attainment levels – 100-90 – exceptional; 89-80 – above average; 79-70 – satisfactory; 69 and below – unacceptable. |
| **2017-2018**  **Results and Use of Results**  **Due October 15, 2018** | Capstone project 71%, hence "satisfactory"  The committee noted that while the students demonstrated a satisfactory application of research to inform professional practice, that the trend is downward and merits further attention.  As such, the committee encourages a stronger means of connecting the value of research skills in performing effective media production. Among ideas for improvement are the integration of exercising highlighting both theoretical and applied forms of research to support the production process. The committee delivered their recommendations to the unit head. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 88%, hence "above average"  In reviewing this year’s capstone projects, the committee noted |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 92%, hence “exceptional”  A critical review of this year’s portfolios demonstrated a strong improvement in the cohort in demonstrating effective application of research in being effective in media production and during video and radio broadcasts.  **NOTE:** A recommendation from the December 2019 site visit with ACEJMC asked that we do a stronger job of aligning instructors on courses with stronger discipline-focused forms of scholarship that can speak to the content being taught. As the unit is actively working on recruiting and hiring for positions that will better align theory and research with course content, the committee noted that successful hires will be able to strengthen student learning and application of research, on the basis of expertise. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 87%, hence “exceptional”  The student cohort again shows a solid profile in demonstrating effective application of research in their project portfolios, particularly in applied, industry-centric exercises, which serve to improve practice.  The committee notes the successful hiring of colleagues in Advertising, Public Relations, and in Journalism, who are also established media scholars will only serve to help enhance achievement of the research PLO. Additionally, the department’s commitment to relaunching COM 358 communication theory should serve to strengthen research acumen, as the unit is recommitted to connecting good research to disciplinary theory in both applied and conceptual settings.  The committee will evaluate future cohorts with these additions in mind. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 90% rated “above average”  The committee determined a broadly successful achievement of research application was present in the portfolios reviewed as part of the COM 470 capstone. Particularly noteworthy were the students’ commitment to market research, credible sourcing for media they were producing, and a clear articulation of the value of engaging in these process to produce stronger content.  With the more broadly applied digital media production curriculum, as well as COM 358 now going into its second iteration since being put back into the major’s core, the committee is eager to identify potential changes in play. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Capstone project rated at 100% - exceptional  The review committee notes the students’ strength in using research techniques in information gathering and production work to support the broadcast project. That said, the committee notes the need for an applied skill relevant to live productions on a frequent basis, akin to the model of teaching the course will migrate to in Spring of 2024.  On this, the chair concurs. |

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| **PLO 4: Expected Outcome** | Writing - Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve. |
| **Method of Measurement (describe assessment tool and identify goal)** | Traditionally, two assessors used a descriptive rubric to grade the students’ projects with the object of a score of 4, or "above average."  In response to our provisional assessment from ACEJMC in December 2019, the department migrated to a 3-person review team that now includes an advisory board member from the industry to provide industry-current perspective on the work, which better aligns us with ACEJMC accreditation expectations on assessment during the 2020-2021 Academic year. Additional notes from the accreditation visit inform committee recommendations throughout this report.  The rubric rated student performance on a scale of 1 to 5 (unacceptable = 1-2; satisfactory = 3; above average = 4; and exceptional = 5  To determine overall effectiveness of achievement of learning outcome, the committee tabulates overall achievement of “above average” work on percentage among the population of broadcast (now digital media production) students.  Attainment levels – 100-90 – exceptional; 89-80 – above average; 79-70 – satisfactory; 69 and below – unacceptable. |
| **2017-2018**  **Results and Use of Results**  **Due October 15, 2018** | Capstone project 74%, hence "satisfactory"  While the cohort achieved at a satisfactory level as a group, it is clear to the committee that the standard is not up to industry standards, and merits consideration on how to improve outcomes for future professionals, as writing is a critical consideration for an accredited program. The committee has recommended that faculty in the broadcast track revisit the curriculum for COM 205 and look for ways to address concerns with discipline-specific deficiencies in format, structure, and writing for platform.  The committee will make this a point of emphasis in the next review cycle. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 91%, hence "exceptional"  The committee was encouraged to see an overall improvement in the performance in the cohort evaluated. Specifically, the quality of format writing improved considerably over the previous years’ review. While the improvement is laudable, the committee is focused on ensuring this is a consistent trend for the unit and will be monitoring student writing performance in COM 205, COM 301, and COM 470. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 92%, hence “exceptional”  The committee is pleased with the overall strength in performance among students and noted a consistency in quality in capstone project script writing over the past two years.  **NOTE:** Focusing on our ACEJMC site report, the committee was pleased to note that our assessments on writing are generally strong from our disciplinary accrediting body, and that is an endorsement for our renewed commitment to ensuring quality instruction in broadcast writing and writing across the major. Adding an industry professional to the review process will only serve to strengthen the critical lens on the quality or writing here.  The committee is focused on accounting for industry-quality writing in course project work and will be accounting for it in our assessments as we work to improve for ACEJMC. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 100% rated “exceptional”  The committee’s review of the work performed here reinforced the value of suggested improvements following the 2017-2018 review. Further, the added industry perspective has enhanced our assessment of writing quality, with an emphasis on industry expectations. Our new committee member noted the alignment of student work with what they would want to see from new hires, which reinforced the direction faculty are moving with activities in the program.  We will continue to monitor as we make curricular changes and revisit the capstone course. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 100% rated “exceptional”  The committee’s review of this year’s cohort reinforced a positive trend in student performance in writing on projects. The committee noted a continued trend in meeting up with industry expectations on writing for broadcast and media platforms. The committee will continue to monitor performance as more of the curricular changes to the concentration take greater effect. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Students demonstrate a 100% attainment of above average in demonstrating writing skill – exceptional.  The committee review demonstrated each student at a rating of 4 or 5 in their script writing for the broadcast projects. While a strong showing, the committee acknowledges continued work on refining COM 205 will help support an even stronger rating in the writing category then found in this cycle. Additionally, a stronger integration of writing in the intermediary production courses will also serve to support student proficiency with broadcast writing styles. |

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| **PLO 5: Expected Outcome** | Editing - Students will critically evaluate their own work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness. |
| **Method of Measurement (describe assessment tool and identify goal)** | Traditionally, two assessors used a descriptive rubric to grade the students’ projects with the object of a score of 4, or "above average."  In response to our provisional assessment from ACEJMC in December 2019, the department migrated to a 3-person review team that now includes an advisory board member from the industry to provide industry-current perspective on the work, which better aligns us with ACEJMC accreditation expectations on assessment during the 2020-2021 Academic year. Additional notes from the accreditation visit inform committee recommendations throughout this report.  The rubric rated student performance on a scale of 1 to 5 (unacceptable = 1-2; satisfactory = 3; above average = 4; and exceptional = 5  To determine overall effectiveness of achievement of learning outcome, the committee tabulates overall achievement of “above average” work on percentage among the population of broadcast (now digital media production) students.  Attainment levels – 100-90 – exceptional; 89-80 – above average; 79-70 – satisfactory; 69 and below – unacceptable. |
| **2017-2018**  **Results and Use of Results**  **Due October 15, 2018** | Capstone project 76%, hence "satisfactory"  While student work is rated as satisfactory, the committee notes that the performance merits consideration of how to improve opportunities for students to demonstrate stronger performance in editing acumen in media production. As such, the committee recommends instructors in the concentration work on integrating great opportunity for students to work on editing earlier and more consistently in the program. Including the addition of additional activities and perhaps courses in video editing and production beyond COM 320. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 84%, hence "above average"  The committee was pleased to see some improvement in video editing acumen, and laud instructors in the concentration for the integration of more opportunities for project-based, hands-on work in video and audio editing in COM 320, COM 302, and COM 305 before the capstone course.  The committee will be looking for consistent high performance and improvement as past of the process, moving forward. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 90%, hence “exceptional”  The committee is happy to see the continued improvement in editing acumen from our students in broadcasting and will continue to monitor to assess for continued progressing in achievement of outcomes.  **NOTE:** Following the ACEJMC site visit and provisional recommendation, the committee notes that the suggestion of modernizing curriculum and greater integration of industry-current practices in classes, connection with industry professionals, and in assessment can serve to help enhance our offerings to students, and aid in enhancing their editing proficiency. The committee reiterates prior recommendations for the integration of additional coursework in video editing and production in service of this goal, as well as a consideration of editing technology needs in response to the site report in December of 2019. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 100% rated “exceptional”  Even as the unit continues its work to improve curriculum and facilities, the students have responded well to additional recommendations to enhance exercises in classes to improve editing acumen. Committee members noted that work in this course is the strongest aligned with “industry-ready” production work they have seen to date.  Speaking to closing the loop, the unit has greenlit the addition of COM 397 – advanced video editing and production to the curriculum, as well as the renovation of our studio facilities, which will enhance engagement with editing work in live and post-production settings. Additional recommendations to update our student production lab (Self 184) are under consideration.  The committee will continue to monitor student work, and evaluate progression with these additions to the program in mind. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 100% rated “exceptional”  The committee again came away impressed with the students’ quality in editing for video and in writing, as evidence in a longitudinal look at various components of project work in the capstone portfolio.  Following up on previous recommendations, the facilities upgrades in Self 184 have been approved for completion before August of 2022 for the 22-23 academic year, and the studio renovations are scheduled for completion for the 22-23 academic year, as well. The access to greater resources and tools will ensure greater access and facilitate greater contact with industry-current tools to improve student acumen with editing. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Capstone cohort achievement of above average at 61% - unacceptable.  Review team notes that the majority of student are demonstrating satisfactory achievement at the individual level, and this is combination of continued improvement of offerings in COM 301 and COM 320 courses.  The chair reinforces this point and would note that the intention to increase COM 470 project output, in balance with the addition of advanced video editing (COM 397) will each contribute to improved performance on these dimensions. |

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| **PLO 6: Expected Outcome** | Technology - Students will apply current tools and technologies appropriate for the communications professions in which they work. |
| **Method of Measurement (describe assessment tool and identify goal)** | Traditionally, two assessors used a descriptive rubric to grade the students’ projects with the object of a score of 4, or "above average."  In response to our provisional assessment from ACEJMC in December 2019, the department migrated to a 3-person review team that now includes an advisory board member from the industry to provide industry-current perspective on the work, which better aligns us with ACEJMC accreditation expectations on assessment during the 2020-2021 Academic year. Additional notes from the accreditation visit inform committee recommendations throughout this report.  The rubric rated student performance on a scale of 1 to 5 (unacceptable = 1-2; satisfactory = 3; above average = 4; and exceptional = 5  To determine overall effectiveness of achievement of learning outcome, the committee tabulates overall achievement of “above average” work on percentage among the population of broadcast (now digital media production) students.  Attainment levels – 100-90 – exceptional; 89-80 – above average; 79-70 – satisfactory; 69 and below – unacceptable. |
| **2017-2018**  **Results and Use of Results**  **Due October 15, 2018** | Capstone project 71%, hence "satisfactory"  The committee again notes that will the performance is rated as satisfactory, the work merits additional review for successful achievement of outcomes. The committee notes that some members of the cohort struggled with the tools provided, and that one means of improvement is in creating additional opportunities for access and contact with the tools through increased course activities, as well as greater institutional investment in technology to support the program. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 81%, hence "above average"  The committee identified an improved performance among students with the technology in this cohort and note the increased integration of project-based work and activities in the capstone course helped facilitate the outcome. The committee is pleased with student progression but notes limited access to equipment for students to perform field work in production, and that it might inhibit further progression, over time. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 89%, hence “above average”  The committees solid progress, but the concerns about facilities, equipment, and technology are now a priority that have to be the focus of recommendations to support improvements.  **NOTE:** Following the ACEJMC site report, the unit has been informed it needs to consider how to modernize facilities and increase access to technology for students to facilitate industry-current learning in the major. To support this action, the committee is endorsing the Dean’s recommendation to use foundation funds to support the renovation of our second-floor production studio, transforming it into a flexibly designed virtual studio that can support media production work well within the degree concentration, as well as project-based work in our other concentrations. Additionally, the committee endorses the use of funds to add additional camera kits, recording technology, and lighting gear to facilitate ample field work for a full section of video production and editing at a time, as well as individual students engaged in project work. The committee also welcomes the addition of an industry-current perspective to help provide counsel on necessary improvements to learning technology.  The committee will be attentive to these changes, and it will inform assessment each following term. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 100% rated “exceptional”  It should be noted students are demonstrating an effective application of technological proficiency across the board, according to committee assessment. That said, the committee acknowledges the need to account for technological improvements to ensure industry-current learning, as put forward by ACEJMC.  Speaking to closing the loop, the unit has approved plans for renovations, which will go into effect at the start of Fall 2022 on the second-floor production studio, as well as the purchase and integration of 25 field production kits, complete with cameras, lighting, and audio recording gear. The committee also notes the unit is working with the dean to update the computer lab in SELF 184 to modernize editing and production bays, as well, with the goal to increase opportunities to work with the technology associated with industry-current work. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 100% rated “exceptional”  By the previous expectations, set prior to new facility integration, students are meeting expectations at full proficiency, but this doesn’t yet account for new equipment being integrated in the Fall 2022 school year. Speaking to acting on recommendations, the committee lauds the dean and unit leadership for its integration of industry current technology in the 2nd floor studio, as well as the addition of 25 field production kits, and the successful refit of the Self 184 production lab for editing work.  The committee anticipates revising its assessment in light of the onboarding and access to new technologies in our facilities for 2022-2023. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Capstone cohort rating of 44% - unacceptable  Reviewers observed a largely satisfactory level of achievement at the individual level, and that this is likely due to some adaptation of instructors and students to the new studio and recording technologies being employed in class. With increased use, this will improve.  From the chair’s perspective, previous models of instruction were too reliant on theory building for better than half the course, prior to 4-6 weeks of rehearsed production. This will end with the onboarding of weekly productions and rotational roles on each broadcast. Additional courses in COM 397 and a refined model for COM 320 will also help. Additionally, the hire of a new colleague in multimedia production will only serve to help overcome the previous limitations at hand. |