**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 – Digital Journalism** |
| **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 87%, hence "above average"  The committee determined that based upon the quality of student performance, that no changes were necessary at this time.  The committee will monitor the progress of to maintain consistency of quality in outcomes. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 91%, hence "exceptional"  The committee is pleased to see a small increase in performance in integration of theory of best practice in student projects in the capstone. Based on the quality of performance, the committee has no recommendations for changes at the current time. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 87%, hence “above average”  The committee is satisfied with the relatively consistent performance of students in integrating theory in their work after reviewing the portfolios and project work in the students’ capstone course. Based on student performance, the committee has no recommendations for changes at the current time.  **NOTE:** Following a critical review and downgrade to provisional status, the department is revisiting its assessment of achievement of PLOs, and making some adjustments to better support them. In the case of digital journalism, the ACEJMC site team had several positive assessments to offer, in balance with some suggestions for improvement of experience for students. Speaking to theory, the team offered praise for the professional acumen of students, particularly those in student media, and their critical coverage of the institution’s leadership during a previous administration. While the critical coverage and ethical commitment of department leadership ultimately led to the elimination of the chair at the time, it reflects best practices in journalism.  Of value to students in theoretical articulations and application, the team did suggest the unit recommit resources to helping faculty be more proactive in relevant scholarship and professional development. The committee reviewed the comments, and both the committee and chair acknowledge this, and Dean McClung has committed resources to provide greater support on these fronts. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | The review team, comprised of recent DJ faculty hires as well as alumni in the industry, reviewed the project work for the given period, and didn’t identify a clear means of assessing theory related to journalistic practice to perform assessment.  It should be noted that the current unit head and faculty have no purview and were largely not associated with the unit during the development of this cohort, or in the project assignments pertaining to the assessment of theoretical articulation and application. The absence of an effective means of gauging this aspect is consistent with concerns articulated by committee members about a retiring colleague previously charged with leading the program, who had grown lackadaisical in his duties as program lead and student media advisor.  The chair agrees with the committee’s evaluation and has tasked instructors in the digital journalism sequence with devising a stronger project set that will enable students to better articulate theory in practice. Further, with the retirement of the aforementioned student media director, the department head intends to appoint the newest digital journalism hire, with a 17-year record as a reporter and editor at the local paper, as the new student media director.  Speaking to closing the loop, Dean McClung has instituted a summer research grant program, in balance with opening up foundation support with the current chair to assist faculty, staff, and students with professional development geared towards supporting theoretical knowledge development. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 100%, hence "above average"  The 3-member committee met and reviewed student portfolios, and on the basis of an improved project and portfolio composition, the committee could better assess integration of theory in practice. Specifically, the committee noted a strong integration of news values and consideration of ethics, objectivity, and balance in reporting.  Speaking to closing the loop, the department head has authorized faculty and student travel geared towards professional development during the 2021-2022 academic year and has charged the lead in the digital journalism sequence with reinvigorating the unit’s chapter of the Society of Professional Journalists as a means of reinforcing theoretical integration in practice. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Mean performance: 2.17 - Fair  The student projects evaluated for this cycle each shows some engagement with critiquing government policy. All, however, failed to directly engage the officials responsible for those policies though attempted interviews or even the inclusion of publicly available prior statements.  The department has already approved development of a new course in the digital journalism sequence, COM 319 News Reporting, much of which will focus on sourcing, to include questioning the officials responsible for public policy. In Media Workshop courses, the adviser is working with students and student media leaders to cover campus issues, including asking critical questions of campus officials. |

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| **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 81%, hence "above average"  The committee met and determined that students are doing a solid job of demonstrating critical thinking in their reporting coverage included in the capstone course project portfolios. In reviewing the work, it is clear students are generally demonstrating skill in self-directed problem solving in covering news stories as part of their coursework.  The committee offered no suggested changes for curriculum and coursework, and the chair concurs. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 92%, hence "exceptional"  The committee determined that students are trending up in performance in solving problems as they cover news as part of their capstone course. In light of improved performance, the committee offers no suggestions for changes related to the curriculum or course projects at this time.  The department chair agrees with this assessment. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 92%, hence “exceptional”  The committee is pleased to report a solid performance in maintaining consistent, successful problem solving when engaged in reporting. Based on this work, the committee offers no suggestions for changes in the program at this time.  **NOTE:** While the ACEJMC report offers up suggestions for continuous improvement, concerns pertaining to the performance of digital journalism students in this category are limited. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 50%, hence “unacceptable”  In meeting with the evaluation team, it is clear a better means of integrating the principle into class moving forward will be necessary.  The assessment of the committee reflects a larger body of concerns pertaining to the performance of a previous student media director and program lead who had largely abdicated responsibilities over the course of recent years, contributing to issues in assessment noted in this report.  To rectify the matter, the unit head has charged to committee with devising means of better gauging critical analysis as part of the capstone projects and anticipates a stronger means of assessment in future review periods.  As noted above, another critical fix on the subject is the appointment of our recent journalism instruction hire, a venerated local reporter and editor, as the director of student media. In balance with his duties in the classroom, his influence promises to elevated student consciousness on matters of critical analysis and decision-making in future evaluation periods. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 100%, hence "above average"  The 3-person committee convened and identified a virtual reversal in student performance in demonstrating critical thinking acumen in their project work. While the trend is encouraging, the committee reiterated the need for full integration of the proposed changes going into effect in the program.  The unit head agrees, and endorses the body of fixes in progress at the current time. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Mean performance: 2 - Fair  Projects assessed for this cycle were disappointing in their reliance on surface-level questions and their many missed opportunity to explore questions of root causes and cascading effects of the issues being reported. Much of this is tied to the projects reliance on a small number of human sources for much of their information. This deficiency is closely related to shortcomings in the Research, Statistics and Domestic Diversity standards. Seeking primary sources, a greater diversity of human sources and more hard data would likely help students to formulate and better answer deeper questions connected to the issues they report on.  The department has approved development of a new course in the digital journalism sequence, COM 319 News Reporting, in which students will be strongly encouraged to think beyond the surface level and limited sourcing to produce journalism that truly serves an audience by raising deeper questions and seeking answers. The instructor for media workshop courses, who also advises student journalists working in student media outlets, is also taking a more hands-on approach in helping students to formulate better questions and seek better sources for the stories they pursue. |

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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 75%, hence "average"  The committee noted an uneven, but ultimately satisfactory, demonstration of research work in covering news in the capstone project work among all graduates. While not exceptional, the committee has no suggested recommendations for improvement at this time.  The chair encourages the instructional faculty to find means of making the logical connection between the value of research in being effective in journalism. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 94%, hence "exceptional”  The committee is pleased to ultimately see a considerable improvement in student performance in demonstrating effective application of research in news coverage as part of the capstone course. On the basis of a stronger performance, the committee offers no additional suggestions for improvement at this time.  Speaking to closing the loop, the department chair applauds the efforts of journalism faculty to reinforce the alignment of research skill with effective journalism, largely using in class activities to make the connection with students. Elements of the activities employed were noted additions the committee brought forward in their evaluation of portfolios. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 94%, hence “exceptional”  The committee is pleased to report a consistent demonstration of understanding of how research can enhance journalistic work in the current cohort of graduates in comparison to last year’s graduates. On the basis of this outcome, the committee offers no additional suggestions for changes in the curriculum.  **Note:** As mentioned in other sections of this year’s reporting, the critique provided by ACEJMC’s site visit team suggests a deficiency in credible research and industry experience among instructional faculty. In response to this concern the Dean has moved to provide additional support for faculty to upskill in research proficiency and is working with the unit head on freeing up foundation resources to support professional development for colleagues in the program. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 50%, hence “unacceptable”  The newly implemented 3-person evaluation team has reviewed portfolios and found that students were deficient in demonstrating research acumen in performance during the capstone course. As noted in other sections in the report, the digital journalism program, much as the public relations and advertising program, has undergone a significant revamp in its composition, and its former lead had grown disengaged from the rigor required to maintain quality of standard achievement, as well as active work in promoting effective assessment.  The new faculty cohort has offered viable suggestions for improving demonstration of research’s importance in journalistic coverage, and the department head endorses their recommendations for implementation.  Speaking to closing the loop, the unit head has authorized several faculty and student trips to attend the annual meeting of the Society of Professional Journalists, as well as research presentations for colleagues at regional, state, and an international conference to better support research skills proficiency. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 100%, hence "exceptional"  The committee is pleased to report a strong rebound from students showing stronger proficiency in research integration in their reporting, including assignment elements that reflect the implementation of recommendations in course activities and project requirements. While pleased with student progress, the committee remains focused on further implementation of recommendations to ensure consistent achievement on this outcome.  The unit head praised the assertion of the committee, and endorses this position. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Mean performance: 2.17 - Fair  Projects assessed for this cycle were disappointing in their reliance on a limited number of sources for much of their information. This deficiency is closely related to shortcomings in the Critical Thinking, Statistics and Domestic Diversity standards. Seeking primary sources, a greater diversity of human sources and more hard data would likely help students to formulate and better answer deeper questions connected to the issues they report on.  The department has approved development of a new course in the digital journalism sequence, COM 319 News Reporting, in which students will be strongly encouraged to seek information from public records and publicly available data, as well as to identify expert sources and everyday people who can provide perspectives students and their audiences may not otherwise encounter. |

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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 83%, hence “above average”  The committee met and was generally pleased with student writing on reporting assignments in the course. On the basis of solid performance, the committee has no additional recommendations for implementation in the digital journalism curriculum at this time.  The chair agrees with their assessment, and encourages the committee to monitor results to ensure consistency of outcomes. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 92%, hence "exceptional"  The committee is pleased to see a solid improvement in writing across senior capstone submissions in their reporting work. As such, the committee offers no additional recommendations for changes to the program at this time.  The chair agrees with their assessment and encourages them to monitor progression to ensure consistency in student performances, over time. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 96%, hence “exceptional”  The committee was clear that students performed well in the quality of writing on their reporting projects among cohort members. The committee recommends that the program maintain assignment requirements to ensure student performance in meeting program outcomes.  **NOTE:** The ACEJMC site visit offered minimal recommendations for updates in writing as it related to the program, despite some other critical areas of concern to address. It is worth noting the praise site visitors offered students engaged in campus reporting, calling their efforts healthy and a point of praise for the program.  That said, the list of recommendations pertaining to enhancing professional acumen among faculty prompts the unit head to note that improvements in faculty personnel should enhance the emphasis on quality writing in reporting in years ahead. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 100% hence “exceptional”  The new 3-member committee is please to report that the quality of writing remains strong among graduates in digital journalism, highlighting the stylistic quality of reporting in student projects reviewed. While the personnel are committed to a large body of improvements in light of the ACEJMC site report of 2019, the intent is to only improve writing with the forthcoming additions in resources, personnel, and resources.  The department head applauds their commitment, and the performance on students on this metric. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 100%, hence "exceptional"  The committee is again pleased to report a strong performance in writing among digital journalism graduates, citing error free writing in composition and industry style. The faculty cite consistent demonstration of improved activities in courses in the program, as well as an improving student media outlet.  The unit head applauds the efforts of personnel and students, and notes that forthcoming updates to facilities and increased support for student media will only serve to increase opportunities for performance that will help strengthen writing. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Mean performance: 2.83 – Fair  Writing in the projects evaluated for this cycle was largely clear and coherent, though there were notable slips in use of language that would have impeded the audience’s understanding had the projects been published. Assessors suspected that much of the projects had been written swiftly, just before project deadlines, leaving little time for careful construction the language or story form.  Faculty place an emphasis on writing throughout our curriculum, but there’s clearly room for improvement; projects submitted for a final grade should ideally be free of the more egregious problems. In COM 410 Media features, in particular, the instructor has employed a peer-review process intended to help students spot and correct writing problems early on. We expect to employ a similar approach in the COM 420 Advanced Reporting capstone course in the future, as well as in the new COM 319 News Reporting when it’s offered. |

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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 78%, hence "average"  The committee met and has determined that students are demonstrating effective editing skill at an acceptable, albeit average level across the cohort. The committee notes some consistent errors in editing occurring in the capstone course, which merits reinforcement in the news reporting and editing and layout courses to better eliminate in the capstone course.  The chair agrees with their assessment and endorses the recommended action for improvement. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 90%, hence "exceptional"  The committee is pleased to report a fundamental improvement in performance on this measure since last year’s report. The committee sees a sizeable elimination of the consistent editing errors present in the previous cohort. As such, the committee recommends maintaining the suggested areas of reinforcement to achieve continued improvement.  The department chair agrees and endorses the committee recommendation. The faculty are to be commended for making appropriate adjustments to improve student learning on the editing process. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 93%, hence “exceptional”  The committee is again pleased to report that students demonstrated improvement in editing acumen over the previous year’s cohort of students. The committee recommends maintaining the changes to learning activities to maintain the quality of standards now in place.  The unit head agrees with their assessment and commends the efforts to maintain quality of outcomes assessment. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 100%, hence “exceptional”  The 3-member committee reviewed performance on this dimension and founds continued improvement on editing among the year’s cohort. The committee cites the efforts to prioritize writing and editing as essential skills in journalism, and that the activities have helped improve the learning outcomes for students.  The unit head commends the efforts of faculty in making this outcome a point of pride among digital journalism graduates, and notes that efforts to provide consistent professional development for colleagues and for students will only serve to strengthen this outcome among graduates, over time. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 100%, hence "above average"  The committee is again pleased to report unanimous achievement of proficiency in editing among the graduating cohort. On the basis of this outcome, the committee recommends maintaining practices to ensure successful achievement of learning outcomes. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Mean performance: 2.83 – Fair  Assessors in this standard largely echoed their comments on the Writing standard. In the projects evaluated for this cycle was largely clear and coherent, though there were notable slips in use of language that would have impeded the audience’s understanding had the projects been published. Assessors suspected that much of the projects had been written swiftly, just before project deadlines, leaving little time for careful construction the language or story form.  Additionally, assessors evaluated the evidence of editorial judgment in the projects, which largely echoed our comments on Critical Thinking, Research and Ethics standards.  Faculty place an emphasis on writing throughout our curriculum, but there’s clearly room for improvement; projects submitted for a final grade should ideally be free of the more egregious problems. In COM 410 Media features, in particular, the instructor has employed a peer-review process intended to help students spot and correct writing problems early on. We expect to employ a similar approach in the COM 420 Advanced Reporting capstone course in the future, as well as in the new COM 319 News Reporting when it’s offered. Also in COM 319 News Reporting, students will be strongly encouraged to seek information from expert sources and everyday people who can provide perspectives students and their audiences may not otherwise encounter. Further embedding of concepts of Ethics throughout the digital journalism curriculum should help with sound editorial decision-making. |

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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 83%, hence "above average"  The committee determined that students a largely effective in demonstrating effective use of technology in reporting work as it relates to the capstone course. As such, the committee offers no suggestions for curricular improvement at this time.  The unit head recommends the faculty look for opportunities to integrate technology to reinforce technological proficiency in reporting. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 92%, hence "exceptional"  The committee is pleased to report a considerable improvement in cohort performance in demonstrating effective integration of technology in reporting work in the capstone. The committee cites evidence of the use of additional activities integrating industry technology being present in the capstone projects and portfolios. As such, the committee recommends no additional changes at this time.  The chair applauds the changes made by the committee and encourages the faculty to maintain the activities employed to ensure successful achievement of student learning outcomes. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 90%, hence “exceptional”  The committee is pleased to report a consistent achievement of learning outcome in this year’s cohort. The committee identified the presence of the same activities used to improve performance present in this year’s reporting and portfolio. As such, the committee offered no additional recommendations for changes, but does encourage maintaining the practices employed.  **NOTE:** Among the critiques related to the ACEJMC site visit in December of 2019, was the dated nature of technology and lack of access to resources outside of the classroom for student learners. While the critique has yet to translate to student achievement of the outcome, commitments from the dean to support improvements to facilities will only serve to improve this learning outcome. Additionally, a critique demanding better support for professional development of faculty to get closer to industry currency. Commitments from the department to hire and additional colleague for the program, as well as additional resources to attend research and professional conferences will aid in improving achievement of student learning outcomes here, as well. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 100%, hence “exceptional”  The committee is pleased to report a uniform achievement of demonstrating technological proficiency that meets industry standards in journalistic reporting. The committee cites presences of course activities focused on this skill and required platform uses assigned as part of the final projects. As such, the committee is committed to maintaining these activities as part of this practice.  The unit head applauds faculty efforts in achieving this outcome and endorses the committee recommendation.  Speaking to closing the loop, the unit has successfully hired a new colleague in the digital journalism track who is well-versed in industry current practices and committed to bringing industry-grade technology to news reporting courses in the curriculum. Additionally, the unit has been authorized to make necessary improvements to media production facilities and the broadcast studios. These changes will only enhance offerings and increase opportunities for students to better engage with industry technology, over time. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 100%, hence “exceptional”  The committee reports a uniform achievement of success with this learning outcome. The committee credits effective course activities focused on technological integration identified as present and done effectively in student projects.  The committee praised the institutional support to increase opportunities and access for colleagues and students, and recommends maintained integration of industry-current activities to achieve outcomes.  The unit head agrees and endorses the recommendation.  Speaking to closing the loop, the unit is currently engaged in launching the first 4K teaching studio in Alabama, as well as a student media checkout facility containing 25 industry-grade camera kits for students to make use of in field reporting. Additionally, the head’s commitment to send faculty and students to industry conferences also serves to enhance integration of technology in the reporting process. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Mean performance: 1.33 – Unacceptable  The projects assessed for this cycle do not appear to have been published, so there is no evidence of the use of digital publishing tools, pagination, social media or digital video, audio or photography to help convey the story to the audience. The only exception was photos of students interviewed for brief biographical “capsules” with the student debt stories. The photos appear to have been submitted by the students interviewed, so there was minimal involvement from the student who authored the project.  The department has invested in 25 portable camera, lighting and audio kits for students to check out for class-connected project work. Initially, faculty may have conceived of these tools as primarily for use in digital media production courses, but it’s clear we should also press digital journalism students to use the kits for their reporting projects. This will be incorporated as a requirement in the COM 420 Advanced Reporting capstone course going forward. We’ll also work to require this for projects in COM 410 Media Features and in COM 319 News Reporting once it’s offered.  Additionally, we’ll require COM 420 students to submit their projects to student media or to other outlets to be considered for publication. This will require student to supply multimedia elements and o think carefully about the presentation technology – pagination, digital publishing and social media – that will help convey stories to the audience. Students in COM 410 already are required to submit stories to the student-run campus news outlet, and this will be a feature of COM 319 when it’s offered, as well. |