**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 – Public Relations (now Public Relations/Advertising)** |
| **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 84%, hence "above average"  Faculty Committee met and reviewed performance, finding a solid performance of students integrating theory and principles of best practice in their course projects. Faculty will review monitor performance to ensure students maintain or improve status in performance. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project - 94%, hence "exceptional"  Faculty committee members noted that the project work demonstrated a stronger articulation and integration of theory and principles of best practice in the course project work. While encouraged, the faculty will maintain current content and activities, but monitor performance to ensure quality of performance. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 86%, hence “above average”  The committee noted that there was a weaker percentage that demonstrated an above average performance, albeit a solid percentage overall. In response, the faculty considered the addition of supplemental activities to help reinforce the value of theory and principles, as well as a careful consideration of the approach to teaching COM 400, which is a management principles course in the curriculum.  **NOTE:** In December of 2019, the department had its site visit for reaffirmation with the Accrediting Council for Education in Journalism and Mass Communication and was placed on provisional status. While the focus of the concerns of the site team focused predominantly on the broadcast program, the site team noted that the program would benefit from considering a more integrated approach to its public relations curriculum, including the incorporation of advertising courses, as well as a deeper alignment with social and digital media production and analysis as part of the curriculum.  In response, Dean McClung charged the department with developing courses in advertising, social media strategy, and in digital media analytics. Additionally, he approved the recruitment and hiring of one faculty member in Advertising with a strong industry background in digital media analytics and digital advertising to help augment programmatic offerings.  Additionally, the public relations committee now includes a member from our advisory board with a professional background in public relations and advertising as part of the review process. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project 50% of pool achieve “above average” achievement on outcome, per assessment team. Unacceptable on percentage.  The assessment team, comprised of PR/Ad faculty hired after the 2019-2020 AY, as well as and an advisory board member with an industry background have identified problems as such:  “Overall, the projects presented some significant deficiencies related to the understanding and expression of many key element including SMART goals/objectives and application of the PESO model. These issues coupled with the current rubric (and yes, we recognize the need to revise the rubric so that it better aligns not only with the values but also with industry skills) demonstrate a gap between industry and education. In other words, as we move forward we each see the need to integrate elements like the use and value of research and analysis to address organizational challenges.  The chair concurs with the team and have charge them to engage in revisiting our rubric and ways we ensure better integration of PR theory and principles of best practice into the program this year, be it through curricular adjustments or through project based learning. It is worth noting that the team performing this assessment has a particularly fresh perspective on principles of best practice and industry current practices when compared to a veteran colleague who retired after 25 years in the classroom at two institutions. Given their skill set, and the change in progress, the chair is confident they will develop a program that will meet expectations for quality performance in the program.  Speaking to the previous report, the review team includes our newest hire, Dr. Teddi Joyce, who maintains a strong background in PR and Advertising, as well as a wealth of experience in strategic social media, and digital media analytics. Further, the department has added COM 412 – Digital Media Analytics and approved the shift of the Public Relations concentration to a Public Relations and Advertising Concentration. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 50% of pool achieve above average achievement on outcome, per assessment team. Unacceptable on percentage.  The assessment team, comprised of PR/Ad faculty hired after the 2019-2020 AY, have identified the problem as such:  “Overall, the projects presented some significant deficiencies related to the understanding and expression of many key element including SMART goals/objectives and application of the PESO model.”  I concur with the team’s assessment, and would acknowledge the pool assessed are the last of a previous generation of PR/Ad students instructed under a former educator who used a limited lens couched in theory and principles. In contrast our current compliment of instructors are well-versed in theory and principles, and we are embedding theory as a core course in the major, which will contribute to improved results for the major.  Speaking to further examples of closing the loop, the team has completed addition course refinements, converting COM 345 – Social Media and Society to Strategic Social Media, as well as moving course project work in COM 304, COM 330, and COM 440 to include project-based learning, service learning, and other forms of high impact learning that reflect industry-current practices. The use of mock press conferences (COM 330), bringing clients into the classroom (COM 304, COM 440), and additional discussion of expanding the model to other courses in the concentration will likely serve to improve performance scores for 2022-2023 with past cohorts under previous faculty now having graduated. Finally, the department has reactivated COM 358, which will enhance student acumen in integrating theory into practice. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Capstone project 75% of pool achieve above average achievement on outcome, per assessment team. Satisfactory on percentage.  The assessment team noted that students are progressing nicely in terms of application of PR principles and leveraging supplemental mass comm theory to make informed strategic decisions and establish a solid body of tactics. Some students continue to demonstrate inconsistency, but the continued onboarding of theory in COM 358 and COM 330 are translating to incremental improvement among the student groups.  **Proposed remedies and solutions for future assessments:** We have ensured that there are multiple integrations of theory in the PR/Ad sequence to help improve this element. Also, we are working to incorporate more hands-on and applicable exercises into the coursework to make certain students are working towards making better connections between theory and campaign developments |

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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 83%, hence "above average"  Faculty noted a solid performance in demonstrating critical thinking in the research, development, and execution of the course campaign project among students in the graduating cohort. The faculty committee will monitor student performance to ensure quality from year to year. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 95%, hence "exceptional"  The committee is impressed with a marked improvement among our students in this dimension from the previous year. Faculty note a strong articulation in campaign strategies and in analysis of effectiveness on an incremental basis, which allows for adaptation of practice in progress, which are hallmarks of effective critical thinking in public relations practice.  Tbe faculty will monitor for continued performance of this behavior in subsequent years. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 90%, hence “exceptional”  While there was a minor slip in performance, the overall percentage of articulation of critical thinking remained strong among our graduates in the public relations concentration. Faculty will be monitoring future performance to ensure continued success.  **Note:** Following the December 2019 site visit from ACEJMC, the faculty have been encouraged by the relative complimentary assessment of unit performance on achieving solid benchmarks on critical thinking. That said, with the charge to consider for industry-current practices, as well as the onboarding of new colleagues, the committee will be careful to consider how our previous assessment measure against industry expectations. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project presented as 60% of sample being “above average or higher” – or unacceptable.  Once again, our review team comprise of recent PR/Ad faculty hires and a board member from industry, who provide the following explanation and expressed a desire to push for changes in the curriculum as follows:  “Overall, the projects presented some significant deficiencies related to the understanding and expression of many key element including SMART goals/objectives and application of the PESO model. These issues coupled with the current rubric (and yes, we recognize the need to revise the rubric so that it better aligns not only with the values but also with industry skills) demonstrate a gap between industry and education. In other words, as we move forward, we each see the need to integrate elements like the use and value of research and analysis to address organizational challenges.”  In the chairs’ review of the projects, student articulation of a data-informed strategy, the use of evaluation to inform practice, and the conduct of critical analysis across each project left something to be desired. As such, and in agreement with our faculty, the chair has charged the faculty in public relations and advertising to revisit and assess the currency of the curriculum, and to consider how projects and their evaluation can be framed to better encourage critical analysis skills development among graduates. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 62.5% of pool achieve above average achievement on outcome, per assessment team. Unacceptable on percentages.  The assessment team, comprised of PR/Ad faculty hired after the 2020-2021 AY and an industry partner, have identified the problem as such:  “Overall, the projects again presented some significant deficiencies related to the understanding and expression of many key element including SMART goals/objectives and application of the PESO model.”  I concur with the team’s assessment and would acknowledge the pool assessed are the last of a previous generation of PR/Ad students instructed under a former educator who used a limited lens couched in integrating critical thinking in our curriculum, moving forward.  We anticipate a strong improvement in these areas in future reporting, as the unit has focused on the integration of real-world partners, project-based learning, and high impact forms of assessment of student performance across the new curriculum. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Pool of capstone students achieve above average accomplishment in demonstrating critical thinking in 75% of the cases, translating to a ration of satisfactory.  Reviewers noted a general improvement from past cycles in demonstrating critical analysis in the migration from research through the RACE model of campaign execution, to effective evaluation of performance.  The chair concurs, and the faculty seek to continue to leverage more applied activities throughout the curriculum to sustain improvement over time. |

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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 84%, hence "above average"  In our meeting we decided that we had met our goal and were not going to make any changes. It was clear among committee members that students had performed well in utilizing research to inform strategic planning and execution of campaigns.  We will continue to review the relevance of project and student performances. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 96%, hence "exceptional"  In our meeting we decided that we had met our goal and were not going to make any changes. The committee was deeply impressed with the level of alignment between research data, public relations strategy, and how it translated to performance in execution.  We will continue to review the level of performance and consider the viability of the project work in encouraging research skills. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 91%, hence “exceptional”  Faculty continue to be impressed with student performance in integrating research as part of their strategic planning and execution in the capstone course.  The committee recommends maintaining current practices and intend to monitor performance to assess future performance.  **NOTE:** Following our visit with ACEJMC, the department was encouraged to review faculty expertise as scholars and professionals to ensure students were getting an informed perspective in the classroom. To meet ACEJMC recommendations, the department is hiring a colleague with a background in digital media, advertising, and public relations to assist in our upskilling. Moreover, the chair and dean are committing additional foundation resources to support faculty scholarship and presentation work to ensure a discipline-specific and industry-focused level of expertise on research. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone projects rated as 80% at or above average rating, meeting expectations.  The newly constituted 3-person committee noted that the research integration was solid in comparison to other areas of deficiency noted in the 20-21 report, but the committee recommends that the department focus on a stronger integration of discussion about the value of research and its importance to public relations and advertising work.  While the sample size demonstrated relative proficiency with the effective application of research, it is included in the effective integration of theory taking place across PR/Ad courses, in addition to the reactivation of COM 358 – COM theory over the next year references in other PLOs. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 75% of pool achieve above average achievement on outcome, per assessment team.  The assessment team, comprised of PR/Ad faculty hired after the 2020-2021 AY, noted that the students continued to meet the standard, but the department should strive to improve performance on this metric as they move forward with project work and activities in courses.  The team and I are in agreement about a solid showing on this front and will endeavor to enhance performance on this metric in future academic years through the body of curricular and personnel changes made.  Speaking to closing the loop, in support of enhancing skill and knowledge, the department has been authorized to replace their recently retired colleague with a new colleague in PR and Ad who has a solid background in digital media, social media, and a current perspective on theory and research in the field. The unit will look to hire during the 2022-23 academic year. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Capstone project group assessment achieve above average demonstration of aptitude with research in 75% of the cases reviewed.  In most cases, the faculty noted that research is central to the development of the campaign project, which is the goal for research integration in the PR/Ad capstone course. In some instances, the review team notes that while research is used but not consistently or thoroughly implemented to clearly support ideas or campaign elements, further showcasing lack of critical thinking support for decisions and choice of strategies and tactics.  As a general remedy, the faculty note they are working to incorporate more hands-on and applicable exercises into the coursework to make certain students are working towards making better connections between research and campaign developments. |

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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 84%, hence "above average"  The faculty committee noted a solid performance on writing, and plan to make no additional changes to program to address concerns. The committee will however review progress to determine if current offerings are meeting student needs. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 93%, hence "exceptional"  The committee was impressed with the relative strength in performance among students in the program on this metric. While no plans to change are on the schedule, the faculty will need to continue to monitor performance on this metric, moving forward. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 94%, hence “exceptional”  The committee noted the quality of industry-focused writing in each of the projects and seeks no changes to the program in light of performance. The committee will reassess performance in the following year.  **NOTE:** An ACEJMC site visit made it clear that students are not able to access courses in sequences, and several instances of students taking coursework concurrently may present concerns about the quality of writing among other skills proficiencies going into the capstone course. Faculty will monitor to ensure this is not a problem. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project presented as 60% of sample being “above average or higher.” Unacceptable on overall performance.  Once again, our review team comprise of recent PR/Ad faculty hires and our industry partner are clear about the fact that writing among our majors is not where it should be.  The new chair and faculty have already implemented curricular changes and have proposed the addition of advanced PR writing courses and ensuring students have completed coursework successfully prior to taking our capstone course in PR/Ad. Additionally, the chair has implemented an annual course rotation, and edited the course scheduling process to ensure a responsible sequencing of courses that does not present potential bottlenecks or the risk of concurrent course enrollments, undermining skills proficiency on capstone projects and internships.  The committee will be charged with reviewing for performance in light of these adjustments in the coming years. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 87.5% of pool achieve above average achievement on outcome, per assessment team.  The assessment team, comprised of PR/Ad faculty hired after the 2020-2021 AY, and an industry partner, were please to see marked improvement in writing acumen from the previous year. Students in exit interviews noted the value of new exercises in PR writing courses in helping improve their writing on course projects throughout the program.  The team and I are in agreement about a strong showing on this front and will endeavor to continue to demonstrate success on this metric. With the approval of COM 430 as a major requirement as a second writing course in the field, as well as additional writing exercises in COM 330 and COM 304, students are being presented additional opportunities to improve each term. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Among the students reviewed, only 34% achieve above average ratings on writing, which aligns with some of the challenges previously seen in assessment and have been a point of focus for the faculty in advertising and PR to help get students prepared for industry.  In terms of means of improvement, the faculty will be integrating a more robust assessment program over the next year, as well as fully integrating COM 430 as a prerequisite for COM 440 in future catalogs so that students have greater exposure to engaging in industry-grade writing prior to the capstone course. |

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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 82%, hence "above average"  The faculty committee notes a solid performance in performing edits on capstone project work, as well as in portfolios. While no changes are recommended, the committee is charged with monitoring performance and ensuring consistency in performance. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 94%, hence "exceptional"  The committee came away impressed with the overall performance of students from the previous year to this year, noting quality editing in the finished project work almost uniformly across our graduating cohort.  While no recommendations are up for changes, the committee is charged with monitoring performance going in the next academic year. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 88%, hence “above average”  The committee notes a relatively consistent percentage in achievement and sees no immediate need to augment practice in teaching or activities to improve performance. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone project presented as 60% of sample being “above average or higher.” Overall, an unacceptable percentage of the cohort.  Our review team comprise of recent PR/Ad faculty hires and an industry partner are clear about the fact that writing among our majors is not where it should be, including editing, and we have already implemented curricular changes in the addition of PR writing courses and ensuring students have completed coursework successfully prior to taking our capstone course in PR/Ad.  The committee and chair are monitoring performance next year to gauge improvements. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 87.5% of pool achieve above average achievement on outcome, per assessment team.  The assessment team, comprised of PR/Ad faculty hired after the 2020-2021 AY and an industry partner, noted the impressive improvement in student projects and portfolios. Students cited the increased use of exercises in writing courses, as well as writing-based activities in concentration-required courses and being helpful in getting them up to speed for the capstone course.  The team and I agree about a strong showing on this front and will endeavor to continue to demonstrate success on this metric.  Speaking to closing the loop, the unit’s curricular changes, including the addition of an advanced PR writing course and approval of an additional PR/Ad hire both serve to help ensure continued improvement on this dimension. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Editing dovetails with the assessment of writing in the PR/Ad concentration.  Among the students reviewed, only 34% achieve above average ratings on writing, which aligns with some of the challenges previously seen in assessment and have been a point of focus for the faculty in advertising and PR to help get students prepared for industry.  In terms of means of improvement, the faculty will be integrating a more robust assessment program over the next year, as well as fully integrating COM 430 as a prerequisite for COM 440 in future catalogs so that students have greater exposure to engaging in industry-grade writing and editing prior to the capstone course. |

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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 88%, hence "above average"  The committee noted a solid performance in demonstrated use and aptitude with industry-specific technology.  While no recommendations for changes are noted, the committee is charged with monitoring performance next year to ensure continued proficiency among graduates. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 96%, hence "exceptional"  The committee notes a solid improvement in demonstrated proficiency with industry technology.  Once again, while no recommendations for changes are made, the chair is charging the committee with continued observation of student performance. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 100%, hence “exceptional”  In our meeting we decided that we had met our goal and were not going to make any changes. We will continue to review the relevance of project.  **NOTE:** Following the provisional review of ACEJMC, department expertise with the field and integration of technology is not where our discipline’s accrediting body would endorse as viable. The department has been asked to update unit facilities, and to provide ample technology and resources to support unit function and performance that aligns with industry-current practices.  The department has been authorized by Dean McClung to purchase new technology and tools to support student learning and technical proficiency. Of note for PR students is the suggestion to add field production kits, which will expand the potential for students in the concentration to develop video and audio content that supports campaigns. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Our 3-member review team did not have sample materials accompanying the campaign books to facilitate assessment of technological aptitude effectively, due to poor bookkeeping on the part of a recently retired colleague, and a lack of oversight from previous leadership.  The current chair notes the problem and sees it as a reflection of the lack of expertise previous leadership and personnel had about the industry as it is, versus what they observed during their education decades ago.  The committee offers the following statement, and the chair concurs, noting we will perform better capture to facilitate assessment of this dimension in the future:  “In the rubric, technology is one area of assessment; however, because these projects are simply word documents and do not include presentation materials or any type of graphics, video or audio files, we did not score the projects on technology.”  The unit’s efforts to update facilities are in progress and should serve to provide better source material for this assessment. Additionally, faculty work in curricular additions and course activities are also creating additional source material to help in performing this analysis.  Of additional benefit is the recent commitment of new Dean Brent Cunningham to fund the update of our computer lab in Self Hall to facilitate greater student access to editing software and video, which in conjunction with the proposed purchase of camera kits and a studio update, will only serve to expand our ability to assess technical proficiency. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Much like the previous cohort, our review team did not have sample materials accompanying the campaign books to facilitate assessment of technological aptitude effectively.  The chair notes that this is due to poor bookkeeping on the part of a recently retired colleague, and a lack of oversight from previous leadership of the unit. Both have been rectified through curricular updates, a commitment to reaccreditation in 2023, and with the updates to facilities, addition of technology, and other course projects and activities that will expand student opportunities to cultivate artifacts for analysis.  The committee anticipates the first generation of updated student projects in 2022-2023, which will aid in a more effective assessment of this outcome. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Capstone assessment of student performance illustrates a 75% performance above average among the students assessed on use of technology in support of project execution.  With some exceptions related to the overall layout of projects, the reviewers note that the application of technology is generally sound in student project books. For those who didn’t rise above average, it was clear that use of technology was inconsistent throughout the project work, which contributed to problems with design and layout in project elements and the books submitted.  The faculty intend to persist in greater integration of technology in classroom activities as a means of helping students build and sustain greater aptitude with integrating technology in their project work. |

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| **PLO 7: Expected Outcome** | Ethics - Students will demonstrate an understanding of professional ethical principles and working ethically in pursuit of truth, accuracy, fairness and diversity. |
| **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 91%, hence "exceptional"  The faculty committee noted a solid performance among graduates on this dimension, and while no changes are recommended, the committee is charged with monitoring this dimension for the student proficiency on ethics in project work. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 95%, hence "exceptional"  The committee expresses a strong appreciation for the students’ articulation of ethics as a consideration on their course projects. While no changes are being recommended, the committee will monitor performance to ensure consistency in performance on this matter. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 92%, hence “exceptional”  In our meeting we decided that we had met our goal and were not going to make any changes. We will continue to ensure consistency and quality of student performance.  **NOTE:** Following the ACEJMC site visit, the faculty are encouraged by the comments pertaining the quality of ethics instruction being performed in the department. While we have a lot of work pertaining to facilities and industry-focus in curriculum changes to perform, the department believe these changes will ultimately serve to help enhance student performance in articulating a well-rounded, ethical perspective. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone projects rated as 80% at or above average rating, meeting expectations.  While the sample size demonstrated relative proficiency with the effective application of ethics, it is included in the effective integration of theory and research taking place across PR/Ad courses over the next year references in other PLOs. The now 3-member committee notes that students were generally effective in articulating an ethical approach to practice but note that the program will benefit by integrating a more abundant body of ethics exercises across the concentration to ensure cultivation of ethical mindsets in students.  The chair endorses this perspective, and the unit will work to actively incorporate additional activities to ensure stronger performances in future cohorts. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 75% of pool achieve above average achievement on outcome, per assessment team.  The assessment team, comprised of PR/Ad faculty hired after the 2020-2021 AY, and an industry partner, noted that students still met the standard satisfactorily, but that the proposed enhancement of ethics activities across the curriculum will help to support a stronger performance in future cohorts.  The committee and chair are in agreement about a strong showing on this front and will endeavor to continue to demonstrate success on this metric. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | The capstone students demonstrated proficiency with diversity at an above average rating in 75 percent of the cases, meriting a rating of satisfactory.  Reviewers noted that generally, the campaigns were sensitive to ethical issues. In some notable exceptions, however, full consideration of ethical matters were inconsistent in a few project books. Faculty intend to manage this through the sustained integration of ethical discussions throughout the curriculum, including consideration of sensitive publics that may be impacted by a project. |

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| **PLO 8: Expected Outcome** | Domestic Diversity - Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications. |
| **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 93%, hence "exceptional" Note: diversity not broken into global and domestic for this metric.  The committee is pleased with a strong showing on this front and had no suggestions for changes on this particular dimension as we look to make future adjustments. The committee has been charged with monitoring this dimension in future cohorts to ensure aptitude. |
| **2018-2019**  **Results and Use of Results**  **Due October 15, 2019** | Capstone project 96%, hence "exceptional"  The committee expressed a strong sense of satisfaction with the performance of students on this PLO in comparison to 17-18 and had no recommendations for changes. The chair has charged them will be continued monitoring of the dimension to ensure continued success. |
| **2019-2020**  **Results and Use of Results**  **Due October 15, 2020** | Capstone project 96%, hence “exceptional”  The committee again lauded the consistent achievement of students across cohorts on this dimension and offered no recommendations for change.  **NOTE:** In contrast to the committee perspective, the ACEJMC site visit team had notable concerns about the relative dated perspective of the unit focusing on diversity in terms of a global and domestic lens.  Specifically, the unit was not terribly considerate of concerns pertaining to gender, sexual orientation, and other elements in terms of asking students to effectively account for it in project work where it aligned with strategic needs. To address this, the committee recommends the department revisit how instructors are ensuring an account of the value of a broader perspective on diversity in their classrooms, in alignment with ACEJMC expectations.  The chair endorses this recommendation. |
| **2020-2021**  **Results and Use of Results**  **Due October 15, 2021** | Capstone projects rated as 80% at or above average rating, meeting expectations.  The 3-member committee notes that there is an account for diversity in the majority of student projects and portfolios, albeit limited in several cases.  Speaking to closing the loop. Individual faculty members across all three concentrations are considering and integrating activities that help encourage students to account for diverse perspectives in multiple forms of professional communication that are industry current. Activities like a diversity wheel (COM 330), case studies, and project-based assessments that include assessments dealing with diversity are encouraging students to think for carefully about how to account for diverse audiences in their work. |
| **2021-2022**  **Results and Use of Results**  **Due October 15, 2022** | Capstone project 62.5% of pool achieve above average achievement on outcome, per assessment team.  The assessment team, comprised of PR/Ad faculty hired after the 2020-2021 AY and an industry hire, have identified a relatively week articulation of diversity in strategy and project pieces intended for target audiences. Ongoing faculty efforts to close this loop should aid in improving student performances here, but need time to take effect in the next cohort or two of students.  I concur with the team’s assessment and would acknowledge the pool assessed are the last of a previous generation of PR/Ad students instructed under a former educator who used a limited lens couched in integrating critical thinking in our curriculum, moving forward.  We anticipate a strong improvement in these areas in future reporting. |
| **2022-2023**  **Results and Use of Results**  **Due October 15, 2023** | Pool of capstone students demonstrated proficiency with diversity at an above average rating in 75 percent of the cases, meriting a rating of satisfactory.  Reviewers noted that generally, the campaigns were sensitive to ethical and diversity issues. In some notable exceptions, however, full consideration of ethical matters were inconsistent in a few project books. Faculty intend to manage this through the sustained integration of ethical discussions throughout the curriculum, including consideration of sensitive publics that may be impacted by a project. |