



Program Name	Date Completed
Media & Entertainment	30 May 2025
Report Completed By	Report Contributors
Jon Pluskota	Dadgar, Hyde, Sandras
Brief Statement of Program Mission and Goals	
to offer a pragmatic and professionally oriented program designed to prepare majors for successful careers or graduate studies in media, entertainment, and related areas. Our teaching and learning philosophy is <i>theory through practice</i> - students practice theory and concepts in an experiential, applied learning environment.	
Goal 1 Offer a marketable and professionally credible program	
Goal 2 Provide a student-centered experience for learning and advising	
Goal 3 Create an applied learning environment with industry-standard technology and resources	
Goal 4 Maintain a reputation for excellence	

**Table I Closing the Loop**

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.

<b>A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.</b>
SLO1 Critical Thinking: Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.
<b>B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?</b>
AY 2023/2024
<b>C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)</b>
We need to review our entire rubric and outcomes with our new 2-semester capstone process in place. We anticipated doing this during FA23, but the changes were not formally approved and we wanted one more cycle of the experimental 2-semester



approach. Critical thinking skills need to extend beyond current issues and ethical expectations to include assessment of critical thinking from conceptual development to final project delivery. This is an integral part of the 2 semester model. Perhaps one solution is to find a way to assess across two semesters, both formatively and summatively, to ensure 100% of students completing the cycle, succeed. We need to redevelop our rubric to address our new model and multimedia approach to demonstrating success in outcomes.

**D. How were the recommendations for change acted upon?**

We have addressed part of the recommendations by continuing to improve the pre-capstone to capstone process in course design and structure.

We did not redevelop our rubric yet – we are just at the tail end of enrollment from the previous program structure. The changes implemented in 2022 were significant and holding students from the old catalog to new assessment standards did not seem appropriate.

With our program assessment coming up in FA25/SP26, we wanted to have more data to inform our rubric from students who have been part of the new program. We will be revisiting our rubrics and SLOs as we enter into the program assessment.

**E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?**

The course structure changes have been intently rolled out to assess effectiveness. This past year, student projects significantly improved over last year's.

We are continuing to look for structural ways to assess across semesters. We are exploring options that mirror graduate thesis where grades are assessed once projects are successfully defended. This would help students who may need longer development time in their project concept and execution.

**Enter Table I Closing the Loop Comments Below**



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<b>A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.</b>
SLO2 Writing/Communication: Students will write with clarity and organization, utilizing the proper format, writing mechanics and audience focus, in a manner that is professionally competitive for an entry-level position in the discipline.
<b>B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?</b>
AY 2023/2024
<b>C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)</b>
APA style will continue to be enforced and we anticipate reintroducing a Theories & Research class in the required curriculum that will prepare students for longer form writing, structure, and synthesis of ideas. Diversity in writing styles will need to be addressed by increasing writing across styles, if the department so chooses, throughout courses and integrating a way for students to demonstrate such writing across their capstone. We will be addressing this during FA24SP24 assessment review.
<b>D. How were the recommendations for change acted upon?</b>
<p>We have revised curriculum to ensure writing styles are appropriately addressed according to course content. Capstone now has the professional development content (and writing) - i.e., resumes and cover letters – extracted into a stand alone 1 CH course that addresses professional development.</p> <p>In addition, we are not only assessing writing in the form of APA style, but also through technical documents to account for the differences amongst concentrations.</p> <p>Pre-capstone has a stronger emphasis on writing and synthesis of ideas, and will also be aided by the new curriculum where we now require Theories &amp; Research prior to taking pre-capstone.</p>



**E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?**

The student papers were significantly improved. This could be due to the focus on the concept development and research, or could also be explained as we piloted breaking apart the professional development. Chunking, or keeping like concepts together (i.e., paper concept/research/writing in one class, professional development in another) seems to be a better strategy for depth and retention.

New recommendation is to continue finding avenues to assess various writing styles and to focus on APA as an adopted citation for our department, throughout courses.

**Enter Table I Closing the Loop Comments Below**

Program Name	Date Completed
Media & Entertainment	6/2/25
Report Completed By	Report Contributors
Jon Pluskota	Dadgar, Hyde, Sandras

Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

<b>A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.</b>
SLO 3 Application of Technology: Students will demonstrate technological expertise related to the specific emphasis area that is professionally competitive for an entry-level position in their discipline.
<b>B. Semester and year this SLO was reported on prior to this cycle.</b>
AY 2022/2023
<b>C. Describe the assessment method for this SLO.</b>
<p>This SLO is primarily assessed in capstone, but is also formatively assessed in pre-capstone through preparatory exercises. The goal is to provide feedback in a formative manner during pre-capstone so students can improve their technology application for assessment in Capstone.</p> <p>We assess their project's use of technology as part of their project assessment along with technology used for presentation and in their portfolio. Students present and defend their capstone project work. Faculty assess the work and provide feedback during the semester (faculty mentors) and at the final presentation.</p>
<b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>
<p>FA 2024 – MAE 499; FINAL PROJECT  N = 9. Of the 9 students, 6 were successful with project execution, demonstrating technological application. Of the three that did not pass, one opted for an HSS degree and the other two repeated Capstone in SP 2025 successfully.</p> <p>SP 2025 – MAE 499; FINAL PROJECT  N = 9 (two were repeat from FA24). Of the 9 students, all 9 were successful with project execution, demonstrating technological application.</p>



<b>E. Expected proficiency level and proportion of students who should reach this level.</b>
80% of students assessed will meet the level of advanced or proficient, demonstrated through project execution at minimally accepted professional levels/standards (based on industry).
<b>F. Assessment results and number of students who met proficiency level.</b>
FA 2024 – 66% with two students repeating in SP 2025. SP 2025 – 88.8% met the proficiency level.
<b>G. Describe what results indicate about student performance.</b>
Results indicate that students may need more time working with their project and technology, and/or better time management. The three FA 2024 failures were due to missed deadlines and falling behind in their project timeline.  For the SP 2025 cohort, 8/9 students met advanced or proficient levels. The one student who did not meet advanced/proficient had artifacts that were outside their original scope and thus, could not be assessed adequately for the application of technology.
<b>H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.</b>
For application of technology, we may need to consider two aspects: broader application across the different core areas of MAE technology compared to concentration-based technology, and measuring how technology is applied under pressure and constraints (in a time-defined aspect as one would experience in the professional world). The latter is relevant to capstone and aligns more with what we measure. The former is important to ensuring students are knowledgeable across all skill area technologies (design, sound, video, media writing, interactive/immersive, social).  With diverse projects and artifacts, we need to review our assessment process and rubric and design a more defined instrument.

<b>Enter Table II AY 2025 Assessment Comments Below</b>

Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

2. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

<b>A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.</b>
SLO 4 Presentation: Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast).



<b>B. Semester and year this SLO was reported on prior to this cycle.</b>
AY 2022/2023
<b>C. Describe the assessment method for this SLO.</b>
This SLO is formatively assessed in pre-capstone with the student's initial project proposal and defense then summatively assessed in Capstone. Students in both courses must present, however, we use the capstone presentation as the final assessment given the complexity of the presentation.
<b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>
FA 2024 – 9 students enrolled in capstone, 6 were able to present and did present. Of the 6 students assessed through their presentations, all 6 met proficiency expectations. The three that did not present did not meet requirements to present (project completion). Two of the three repeated the class in SP 2025 and presented.  SP 2025 – 9 students enrolled in capstone, 2 were repeating from FA 2024. Of the 9, all 9 presented and were successful in their presentation.
<b>E. Expected proficiency level and proportion of students who should reach this level.</b>
80% of those assessed will meet at or above advanced level for this SLO.
<b>F. Assessment results and number of students who met proficiency level.</b>
FA 2024 – 100% met or exceeded the standard.  SP 2025 – 100% met or exceeded the standard.
<b>G. Describe what results indicate about student performance.</b>
Students are able to present in a professional manner and setting.
<b>H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.</b>
Besides presentation in the format, we are reviewing our program (program review in FA 25/SP 26) to see if there are opportunities to evaluate students across other performance types, including online/social/production, small group, and professional communication. We plan to examine our assessment and SLOs in their entirety as part of the 25/26 program review.

**Enter Table II AY 2025 Assessment Comments Below**

Overall notes: The new two semester capstone structure appears to be an effective approach for enhancing student learning outcomes on all fronts, but particularly in terms of written communication. This allows students to spend more time ideating, researching, and then providing strong written rationale for their chosen ideas before executing them in the second term. While we will have the most evidence of this next year, we can tell based on the passing rate of this year's 499 students and the strength of



the proposals in 492 that the students' ability to think and write critically in ways which justify their projects and chosen approaches has significantly improved.

Assessing program success through this comprehensive course model is an appropriate primary assessment. We will be revising our assessment to include artifacts and processes to adequately address supporting areas (for example, a video focused project has complementary secondary areas of audio, design, and writing. Video is the primary technology but the others contribute and support the professional output of the primary media).