

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Academic Program

Mass Communications and Media Studies, B.S.

Submission Year

2019-2020

Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.

Assessment Coordinator Name

Laura Hester

Enter Assessment Coordinator Email

lhester@lander.edu

If more than one coordinator, please choose one for emails to be sent to.

Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Students will be able to communicate effectively in person.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

80% of more of students "meet" or "exceed" standards in Mass Communications and Media Studies Portfolio sample 1 subscore (To communicate effectively in person).

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

80% or more of students are ranked as "meet" of "exceed" standard in subscore 1 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 70 and 80% of students are ranked as "meet" of "exceed" standard in subscore 1 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 70% of students are ranked as "meet" of "exceed" standard in subscore 1 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

MCMS Senior Portfolio, sample 1 subscore (To communicate effectively in person).

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every fall and spring in senior capstone class, MCOM 499, beginning spring 2011.

Data Collected for this Timeframe (Results)

63% (15 of 24)

Score (Met=3, Partially Met=2, Not Met=1)

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

1

Comments/Narrative

The senior portfolio was implemented in Spring 2011 as an internal review. Portfolios are produced by students in the senior capstone class and are reviewed by full-time MCMS faculty using a portfolio rubric. The portfolio consists of self-identified samples that demonstrate students' achievement of the department learning goals. Students are required to submit at least one example of their work under each goal and to include a reflection statement with each sample that discusses why the sample demonstrates an understanding and achievement of the goals. Work must come from classes within the major. Results for goal 1 have been inconsistent despite our efforts to clarify the rubric and expectations for students. Results were 64% for 2010-2011 and similar for 2011-2012 and 2012-2013, but improved to 82% in 2013-2014 and to 100% in 2017-2018. The results in 2018-2019 were 63% (15 of 24). The department has looked at reasons for this drop including the large number of adjuncts who teach speech classes and the need to be consistent with speech/presentation requirements throughout the program.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

80% or more of internship students rate 4 or 5, "commendable" or "exceptional," in EYE Program Employer Evaluations of Student Performance, communications-related subscores B2-B5 (Communicates ideas and concepts clearly in writing; Demonstrates effective verbal communications skills; Listens effectively in an active and attentive manner; and Effectively participates in meetings or group settings).

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

80% or more of students are rated as "commendable" or "exceptional" in EYE Program Employer Evaluations of Student Performance, subscores B2-B5.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 70 and 80% of students are rated as "commendable" or "exceptional" in EYE Program Employer Evaluations of Student Performance, subscores B2-B5.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 70% of students are rated as "commendable" or "exceptional" in EYE Program Employer Evaluations of Student Performance, subscores B2-B5.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

EYE Program Employer Evaluations of Student Performance, communications-related subscores B2-B5.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every semester in internship classes (MEDA 490 and THTR 490).

Data Collected for this Timeframe (Results)

80% (16 of 20)

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Employer evaluations of internship students provide external review by site supervisors. Beginning in 2010, evaluations are completed using EYE rubric developed for university-wide experiential learning program. Subscores B2-B5 rate communications-related skills of interns: communicates ideas and concepts clearly in writing; demonstrates effective verbal communication skills; listens effectively in an active and attentive manner; and effectively participates in meetings or group settings. Since the implementation of these evaluations, internship students have consistently met the desired outcome. Note: requiring midterm submission of the same form has allowed internship faculty to spot potential problems and to have conversations with interns.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Outcome 1 (based on portfolios) was not met for 2018-19 but outcome 2 (based on EYE program Employer Evaluations) was met for 2018-19 and have consistently been met since implementation. Portfolio scores for outcome 1 have been inconsistent since implementation in 2011.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We have made no major changes related to Goal 1. After the implementation of the senior portfolio in 2011 and lower-than-expected scores, we examined ways to improve the portfolio process. We believed that the low scores were due in part to students not understanding expectations for the portfolio so we made adjustments to clarify our rubric and created a portfolio model to guide students in portfolio preparation. We post this, along with a sample of a successful student portfolio, on Blackboard. Scores showed improvement after these changes. We continue to clarify our expectations for the portfolio, especially in this section. We also review the guide and rubric with all students in our capstone class. We believe face-to-face communication is a strength of our program. These assessments allow us to ensure that the courses and assignments related to face-to-face communication remain strong. Inconsistencies in portfolio quality in this category has prompted us to review the consistency of instruction for speech classes and presentations throughout the program.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Portfolio Rubric.docx

Employer_Evaluation_Form.doc

Please upload any rubrics or other documents used

for this goal.

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Students will be able to communicate effectively through multiple media.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
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- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

80% or more of students “meet” or “exceed” standard in MCMS Senior Portfolio, sample 2 subscore (To communicate effectively through multiple media).

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

80% or more of students are rated as “meet” or “exceed” standard in subscore 2 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 70 and 80% of students are rated as “meet” or “exceed” standard in subscore 2 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 70% of students are rated as “meet” or “exceed” standard in subscore 2 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

MCMS Senior Portfolio, sample 2 subscore (To communicate effectively through multiple media).

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every fall and spring beginning spring 2011.

Data Collected for this Timeframe (Results)

92% (22 of 24)

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The portfolio was implemented in Spring 2011 as an internal review. Portfolios are produced by students in the senior capstone class and are reviewed by full-time MCMS faculty using a portfolio rubric. Scores have remained at or above 80% since 2012-2013 and during 2018-2019 were 92% (22 of 24).

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

80% or more of students in internships (radio, television, newspaper, PR, and theatre) rate 4 or 5, "commendable" or exceptional," in EYE Program Employer Evaluations of Student Performance, overall rating.

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

80% or more of students are rated as "commendable" or "exceptional" in EYE Program Employer Evaluations of Student Performance, overall rating.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 70 and 80% of students are rated as "commendable" or "exceptional" in EYE Program Employer Evaluations of Student Performance, overall rating.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 70% of students are rated as "commendable" or "exceptional" in EYE Program Employer Evaluations of Student Performance, overall rating.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

EYE Program Employer Evaluations of Student Performance, overall rating.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every semester in internship classes (MEDA 490 and THTR 490).

Data Collected for this Timeframe (Results)

Score (Met=3, Partially Met=2, Not Met=1)

95% (19 of 20)

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Employer evaluations of internship students provide external review by site supervisors. Beginning in 2010, evaluations are completed using EYE rubric developed for university-wide experiential learning program. Employer evaluations have been consistently high, with 80% or more students rated as 4 or 5, "commendable" or "exceptional" in the overall rating since 2010. During 2017-2018 the overall rating was 93% (27 of 29) and during 2018-2019 the overall rating was 95% (19 of 20). Note: requiring midterm submission of the same form has allowed internship faculty to spot potential problems and to have conversations with interns.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

These assessments by internal and external reviewers have helped us feel confident that students are meeting this outcome. Results from portfolios have shown improvement since implementation in 2011 and 92% (22 of 24) students "met" or "exceeded" standard during 2018-2019. The results of EYE Program Employer Evaluations of our internship students have been consistently high and during 2018-2019, 95% of students (19 of 20) "met" or "exceeded" the expected outcome.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

After the implementation of the senior portfolio in 2011 and lower-than-expected scores, we examined ways to improve the portfolio process. We believed that the low scores were due in part to students not understanding expectations for the portfolio so made adjustments to clarify our rubric and created a portfolio model to guide students in portfolio preparation. We post this, along with a sample of a successful student portfolio, on Blackboard. Scores showed improvement after these changes. We continue to clarify our expectations for the portfolio and portfolio reflection statements. We also review the guide and rubric with all students in our capstone class. Although EYE Program Employer Evaluations have been consistently high, we have used comments from employers to help improve the program and to make our Internship Manual more valuable to students. Assignments within the internship have been refined to ensure constant contact between interns and faculty sponsors.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Students will be able to analyze and critically evaluate messages produced in multiple media.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
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- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

80% or more of students "meet" or "exceed" standard in MCMS Senior Portfolio, sample 3 subscore (To analyze and critically evaluate messages produced in multiple media).

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

80% or more of students are rated as "meet" or "exceed" standard in subscore 3 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 70 and 80% of students are rated as "meet" or "exceed" standard in subscore 3 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 70% of students are rated as "meet" or "exceed" standard in subscore 3 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

MCMS Senior Portfolio, sample 3 subscore (To analyze and critically evaluate messages produced in multiple media).

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every fall and spring beginning spring 2011.

Data Collected for this Timeframe (Results)

83% (20 of 24)

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The portfolio was implemented in Spring 2011 as an internal review. Portfolios are produced by students in the senior capstone class and are reviewed by full-time MCMS faculty using a portfolio rubric. For the first two years (2010-2011 and 2011-2012) the scores were much lower than expected (50% in 2010-2011 and 54% in 2011-2012). Results began to improve in 2012-2013, with 80% of students scoring 3 "at standard" or 4 "exceeds standard." Scores have continued to meet or partially met standard in this category of the portfolio. For 2018-2019, 83% (20 of 24) of students "met" or "exceeded" standard.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

80% or more of students "meet" or "exceed" standard in MCOM 499 Capstone Research Paper, based on established rubric.

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

80% or more of students are rated as "meet" or "exceed" standard in scoring rubric.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 70 and 80% of students are rated as "meet" or "exceed" standard in scoring rubric.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 70% of students are rated as "meet" or "exceed" standard in scoring rubric.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

MCOM 499 Capstone Research Paper Scoring Rubric.

Frequency of Assessment

Every fall and spring in MCOM 499 capstone class, beginning fall 2011.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

81% (17 of 21)

Score (Met=3, Partially Met=2, Not Met=1)

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Key assignments in the MCOM 499: Senior Capstone class, including the capstone research paper, are used to evaluate students' success in meeting learning goal 3 (to analyze and critically evaluate messages produced in multiple media) and goal 4 (to identify and discuss historical, ethical and legal issues related to mass communications and media studies). We began using this indicator in 2011-2012 and 81% (26 of 32) students "met" or "exceeded" standard," based on the established rubric. That number increased to 93% in 2012-2013, 86% in 2013-2014, and 100% in 2017-2018 . In 2018-2019 it was 81% (17 of 21).

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Two assessments measures were used for this goal (senior portfolio and capstone research paper rubric). Data showed that the outcome was met using both measures: 83% met on portfolios and 81% met on the research paper rubric. Although the outcomes was met there has been inconsistencies in results since implementation of these measures.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We continue to work with students to define expectations for the senior portfolio. We have also adjusted the capstone syllabus to allow time for a research presentation with a librarian and individual progress reports with the professor.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions

students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Student will be able to identify and discuss historical, ethical and legal issues related to mass communications and media studies.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
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- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

80% or more of students “meet” or “exceed” standard in MCMS Senior Portfolio, sample 4 subscore (To identify and discuss historical, ethical and legal issues related to mass communications and media).

Timeframe for this Outcome

Academic year 2018-2019

*Ex. Academic Year 2017-2018***Performance Target for "Met"**

80% or more of students are rated as "meet" or "exceed" standard in subscore 4 of portfolio rubric.

*The anticipated level of achievement for this Outcome to be considered "Met".***Performance Target for "Partially Met"**

Between 70 and 80% of students are rated as "meet" or "exceed" standard in subscore 4 of portfolio rubric.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".***Performance Target for "Not Met"**

Less than 70% of students are rated as "meet" or "exceed" standard in subscore 4 of portfolio rubric.

*The anticipated level of achievement for this Outcome to be considered "Not Met".***Assessment Measure Used**

MCMS Senior Portfolio, subscore 4.

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).***Frequency of Assessment**

Every fall and spring.

Data Collected for this Timeframe (Results)

67% (16 of 24)

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.***Score (Met=3, Partially Met=2, Not Met=1)**

1

Comments/Narrative

The portfolio was implemented in Spring 2011 as an internal review. Portfolios are produced by students in the senior capstone class and are reviewed by full-time MCMS faculty using a portfolio rubric. Results have been inconsistent and for 2018-19, the outcome was not met for this measure.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.***Resources Needed to Meet/Sustain Results**

None

*Include estimate of cost.***Explanation of How Resources Will Be Used**

N/A

Outcome 2**Outcomes** are specific, **measurable** statements that reflect the broader goals.Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,

skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

80% or more of students "meet" or "exceed" standard in MCOM 499 Capstone Research Paper, based on established rubric.

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

80% or more of students are rated as "meet" or "exceed" standard in scoring rubric.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 70 and 80% of students are rated as "meet" or "exceed" standard in scoring rubric.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 70% of students are rated as "meet" or "exceed" standard in scoring rubric.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

MCOM 499 Senior Capstone Research Paper Scoring Rubric.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every fall and spring in MCOM 499 capstone class, beginning fall 2011.

Data Collected for this Timeframe (Results)

81% (17 of 21)

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Key assignments in the MCOM 499: Senior Capstone class, including the capstone research paper, are used to evaluate students' success in meeting learning goal 3 (to analyze and critically evaluate messages produced in multiple media) and goal 4 (to identify and discuss historical, ethical and legal issues related to mass communications and media studies). Data collected during 2018-19 indicate that the outcome was met.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Two assessments measures were used for this goal (senior portfolio and capstone research paper rubric). Data showed that the outcome was not met on portfolios (67%) and was met on the research paper rubric (81%). There has been inconsistencies in results since implementation of these measures.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We continue to work with students to define expectations for the senior portfolio. We have also adjusted the capstone syllabus to allow time for a research presentation with a librarian and individual progress reports with the professor.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

Goal 5

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Students will demonstrate potential to work as a professional in mass communications and media.

Pillar of Success Supported

High-Demand, Market-Driven Programs

- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- ⊙ Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

80% or more of students "meet" or "exceed" standard in MCMS Senior Portfolio, sample 5 subscore (To demonstrate potential to work as a professional in Mass Communications and Media).

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

80% or more of students are rated as "meet" or "exceed" standard in subscore 5 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 70 and 80% of students are rated as "meet" or "exceed" standard in subscore 5 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 70% of students are rated as “meet” or “exceed” standard in subscore 5 of portfolio rubric.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

MCMS Senior Portfolio, sample 5 subscore.

Frequency of Assessment

Every semester in senior capstone classes

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

92% (22 of 34)

Score (Met=3, Partially Met=2, Not Met=1)

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Students have scored high on this subscore of the Senior Portfolio but results have varied from a low of 64% in 2010-11 to a high of 97% in 2013-14.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

80% or more of internship students rate 4 or 5, “commendable” or exceptional,” in EYE Program Employer Evaluations of Student Performance, overall rating (includes problem solving/inquiry, communication, collaboration, professionalism, and industry-specific skills).

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

80% or more of students are rated as "commendable" or "exceptional" in EYE Program Employer Evaluations of Student Performance, overall rating.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 70 and 80% of students are rated as "commendable" or "exceptional" in EYE Program Employer Evaluations of Student Performance, overall rating.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 70% of students are rated as "commendable" or "exceptional" in EYE Program Employer Evaluations of Student Performance, overall rating.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

EYE Program Employer Evaluations of Student Performance, overall rating.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every semester in internship classes (MEDA 490, THTR 490).

Data Collected for this Timeframe (Results)

95% (19 of 20)

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Students have consistently scored high on the EYE Program Employer Evaluations of Student Performance.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Goal Summary**Goal Summary/Comments**

Two assessments measures were used for this goal (senior portfolio and EYE Program Employer Survey for internships). Data showed that the outcome was met using both measures: 92% met on portfolios and 95% met on the Employer Surveys.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

Although this outcome has consistently been met, the department continues to work with students to emphasize the importance of this goal.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

Goal 6

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
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- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major enrollment

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Not Applicable

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

126

Score (Met=3, Partially Met=2, Not Met=1)

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The department has shown consistent enrollment for the past 5 years but little growth. We are working to revise the major with marketing and recruitment in mind.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

We are revising the major and renaming the department to help make the degree more flexible and marketable. Needed resources would include help with recruiting and with redesign of marketing materials. Cost would be \$500-\$2,000 for banners, postcards and other materials.

Include estimate of cost.

Explanation of How Resources Will Be Used

Our department recruitment plan includes reaching out to high schools with media programs such as Career and Technology Centers and targeting select technical colleges.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Not Applicable

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Enrollment and Graduation data extracted from Banner.

Frequency of Assessment

Annually

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

27.4

Score (Met=3, Partially Met=2, Not Met=1)

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

We have not tracked this data but continue to work with the Academic Success Center to ensure the success of our students.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

We have consistently met the outcomes for this goal but have shown little growth.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

The department is proposing revisions to the major that we believe will make it more flexible and more marketable. We are also exploring creating a second major that would benefit a target population from high school career and technology centers and technical colleges. Our faculty and advisors work with the Academic Success Center to ensure the success of current students.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used

for this goal.