

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".

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Academic Program

Media and Communication, B.S.

Submission Due Date

2024-2025

Assessment Coordinator Name

Misty Jameson

Enter Assessment Coordinator Email

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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.

Program Goal

Students will be able to communicate effectively in person.

Pillar of Success Supported

High-Demand, Market-Driven Programs

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" standards in Media and Communication Senior Portfolio sample 1 subscore (To communicate effectively in person).

Timeframe for this Outcome

Academic year 2023-2024

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

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

Frequency of Assessment

Every fall and spring in senior capstone class, MEDA 499.

The portfolio consists of self-identified samples that demonstrate students' achievement of department learning goals. Students are required to submit 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.

Data Collected for this Timeframe (Results)

3.2 AVG score with 72% (13/18) meeting the goal

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

2

Comments/Narrative

The data this year reveals a consistent average score (3.19 last year, 3.2 this year) and a sharp rise in the percentage of students meeting the goal (up from 59% last year). We are encouraged to see this increase and hope that students can continue to improve their in-person communication skills.

Resources Needed to Meet/Sustain Results

None

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.

Timeframe for this Outcome

Academic year 2023-2024

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.

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.

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.

Assessment Measure Used

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

Frequency of Assessment

Every fall and spring in internship classes (MEDA 490 and 491).

Employer evaluations of internship students provide external review by site supervisors. 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.

Data Collected for this Timeframe (Results)

95% (21/22 Met)

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

3

Comments/Narrative

100% of MEDA 491 and 92% of MEDA 490 students rated as 4 or 5 on the employer evaluation. With a total of 9 off-campus/outside interns and 13 departmental ones, we are very pleased with both student performance and student numbers, particularly after last year's lack of data. Our new internship coordinator worked hard this academic year to create opportunities for students and to recruit more students into off-campus internships. Our students rose to the challenge and performed well in their communication abilities as interns.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

After all of the personnel changes within our program last year, we feel as though the faculty have settled into their new roles a bit better. This year's student cohort also seems to be a more driven, career-oriented group as a whole.

Last year, we felt as if some of our students (who were first-year students/freshmen when COVID lockdown measures were put in place across the country in 2020) may have had specific challenges with Goal One, which is to "communicate effectively in person." While this skill may still be one that our students struggle with, this cohort does seem to have fewer problems with it than last year's group.

Because we have still only "partially met" our goal for instrument one (the portfolio) this year, however, we will need to continue to monitor student performance to see if this is an issue we need to address. (See "Changes" below.)

As stated with the summary to Outcome/Instrument 2 for this goal, our new internship coordinator has done an excellent job working with our students to help them find off-campus internships at places like the Humane Society of Greenwood, the Greenwood Chamber of Commerce, or Polaris Gaming, a local business. Aside from 95% of our students scoring a 4 or 5 on the rubric for this goal, the average score (for both MEDA 490 and 491 students) is a 4.8, which is very good. We are certainly encouraged by these numbers.

Changes Made/Proposed Related to Goal

Last year, we stated that we might need to consider changing our assessment targets/expectations for the first instrument (the portfolio). However, given the rise in the number of students meeting this goal, we will continue to use our past assessment targets/expectations for the time being. This will mean monitoring our results closely. We will also continue to keep track of student average scores, as doing so can give us another way to consider student performance.

In last year's report, we also stated that we needed to focus on making sure our students in MEDA 499 understand how to choose appropriate examples for their portfolios and how to make sure all of the links work in their portfolios. This year, we did not have any problems with portfolio links; however, some students still had problems selecting an example from their work that met this goal. Often, the "in person" component of their samples was either missing or questionable. One change that we plan to implement for this instrument next year is to have MEDA 499 students present their portfolios to faculty members. This presentation will allow students the direct opportunity to communicate in person and give faculty a fuller, more complete idea of our students' communication skills.

In this year's assessment for outcome/instrument 2, we included data for MEDA 490 (departmental) internships for the first time (previously we had only examined data from MEDA 491, outside/off-campus internships). The on-campus internships offered in MEDA 490 provide our students with valuable training and interaction with peers and supervisors, and we need to monitor our students' performance in these positions, not just the ones for students off-campus.

Upload Rubrics/Other Files

MAC Rubric 2023.docx

MEDA 490 INTERNSHIP EVALUATION NEW.docx

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.

Program Goal

Students will be able to communicate effectively through multiple forms of media.

Pillar of Success Supported

High-Demand, Market-Driven Programs

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 are rated as “meet” or “exceed” standard in MAC Senior Portfolio, sample 2 subscore (To communicate effectively through multiple media).

Timeframe for this Outcome

Academic year 2023-2024

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

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

Frequency of Assessment

Every fall and spring beginning spring 2011.

Data Collected for this Timeframe (Results)

3.3 AVG score, with 13/18 or 72% meeting the goal

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

2

Comments/Narrative

The average score for this year increased from 3.1 to 3.3, but more impressive is the increase from 64% to 72% of our students meeting this goal. However, as noted over the last couple of years—for more goals than just this one—we once again saw a rather sharp divide between students who performed exceptionally well (scoring 3.5 and above) and those whose performance was more mediocre overall. One problem of note is that many students chose portfolio examples from a single medium instead of the stated goal of communicating “effectively through multiple forms of media.”

Resources Needed to Meet/Sustain Results

None

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 rate 4 or 5, “commendable” or “exceptional,” in EYE Program Employer Evaluations of Student Performance, overall rating.

Timeframe for this Outcome

Academic year 2023-2024

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.

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.

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.

Assessment Measure Used

EYE Program Employer Evaluations of Student Performance, overall rating.

Frequency of Assessment

Every fall and spring for internships (MEDA 490 and 491).

Data Collected for this Timeframe (Results)

100% met (22/22)

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

3

Comments/Narrative

With 100% of both our MEDA 490 and 491 students meeting this goal (4.6 AVG score for MEDA 491; 4.8 AVG score for MEDA 490), we are encouraged by our students' performance. The percentage of students meeting the goal is up from the last year we collected data, the 2021-22 academic year, when it was 86% of students. This suggests that, perhaps, students are genuinely moving away from our post-COVID trend of not participating in internships, particularly off-campus ones, as we were afraid of last year.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Last year, we stated (1) our observation that students seem unwilling, at times, to understand the need to be proficient in all aspects of media production and not simply in one niche area and (2) asserted that this attitude caused problems with their performance in the portfolio (instrument one). After this year's portfolios, we realize that it is a bit more difficult to discern whether students simply invest themselves too much in a particular area or if they are unclear as to what examples from their work at Lander would best fit this goal. We would hope that their solid work in internships should provide at least some students with better examples to include in their portfolio materials.

Changes Made/Proposed Related to Goal

In our report last year, we considered focusing more on explaining not only the instructions for students as they compile their portfolios but also the reasons that each item in the portfolio is important. This year, this goal in particular caused problems for some of our students, as they either did not understand the goal or did not understand the importance of multi-media communication. We will need to continue to emphasize the importance of this skill in all of our required courses, particularly our foundational ones, such as MEDA 200 or JOUR 201, so that students will be more invested in this part of their portfolio. Next year, we will also need to provide more specific examples from prior portfolios to help students understand the type of work that fits this goal.

With the second instrument (the "Employer Evaluation of Student Employment"), we made a slight change to the internship rubric (for Instrument/Outcome 2) to expand the communication skills being evaluated by supervisors; the new rubric has an additional measure: "Effectively communicates using other means (audio, video, etc.)" (question B6). This was added specifically in order to meet this goal ("Students will be able to communicate effectively through multiple forms of media"). Unfortunately, because of miscommunication from the assessment coordinator, many of our employers or work supervisors filled out the previous form that did not include this question. Thus, we were not able to assess this year's data using question B6. We will have to decide, moving forward, if we should use this question on the new rubric to assess this particular goal or keep our current instrument. This is the first year that we have assessed both on- and off-campus student interns for this goal. As we stated with Goal One, the on-campus internships offered in MEDA 490 provide our students with valuable training and interaction with peers and supervisors, and we need to monitor our students' performance in these positions, not just the ones for students off-campus.

Upload Rubrics/Other Files

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.

Program Goal

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

Pillar of Success Supported

High-Demand, Market-Driven Programs

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

Timeframe for this Outcome

Academic year 2023-2024

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

MAC Senior Portfolio, sample 3 subscore (To analyze and critically evaluate messages produced

Frequency of Assessment

Every fall and spring beginning spring 2011.

in multiple media).

Data Collected for this Timeframe (Results)

3.2 AVG score with 14/18 (78%) of students meeting the goal

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

2

Comments/Narrative

We are pleased to see an increase of almost 20% of our students' work meeting this goal (up from 59% last year). Of the students whose work did not meet our goal, one primary problem was that their analysis or evaluation lacked proper depth.

Resources Needed to Meet/Sustain Results

None

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 MEDA 460 senior research, based on established rubric.

Timeframe for this Outcome

Academic year 2023-2024

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

MEDA 460 Research Paper Scoring Rubric.

Frequency of Assessment

Every fall and spring in MEDA 460 project capstone class..

Data Collected for this Timeframe (Results)

14/19 (74%) of the students met the goal

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

2

Comments/Narrative

This is a definite improvement over last year's percentage of 59% of students meeting this goal. With an average score of 85, this year's senior research projects were well done overall. While we have not completely met the goal, we are encouraged by their performance.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

As we stated last year, this goal is generally a problematic one for our students. Students continue having difficulty understanding how to "analyze and critically evaluate" texts, and they also continue having trouble selecting proper examples for their portfolios. As stated with instrument one (the portfolio), a primary issue is the lack of depth. For example, at least one student used an analysis written for MEDA 101; if the student had chosen something from a more advanced course (or worked to develop the MEDA 101 analysis more), it would have been more likely to meet the goal.

Changes Made/Proposed Related to Goal

One change that we intend to make is in the wording of this goal: "Students will be able to analyze and critically evaluate messages produced in multiple media." We have decided to eliminate the "multiple" descriptor before "media" in order to clarify this goal for both the students and the faculty. The new goal will read "Students will be able to analyze and critically evaluate media messages." One way to continue to emphasize this skill, and others, in our classes is to require that all of our mandatory/core Media and Communication course syllabi include a list of the department's goals and a statement (1) about the importance of the portfolio and (2) about the specific course's connection to those goals. We hope that by reinforcing this information, students will come to MEDA 499 with a clearer idea of what is required of them and why.

Upload Rubrics/Other Files

MEDA 490 INTERNSHIP EVALUATION NEW.docx

MAC Rubric 2023.docx

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.

Program Goal

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

Pillar of Success Supported

High-Demand, Market-Driven Programs

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 MAC 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 2023-2024

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

MAC Senior Portfolio, subscore 4.

Frequency of Assessment

Every fall and spring in MEDA 499.

Data Collected for this Timeframe (Results)

3.03 AVG score, with 13/18 or 72% meeting the goal

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

2

Comments/Narrative

We were disappointed to see that, unlike the percentages for our other goals, this one dropped from last year, going from 77% to 72% met. Like last year, however, our average score of 3.03 does suggest that our students actually were at standard.

Resources Needed to Meet/Sustain Results

None

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 MEDA 460 senior research paper, based on established rubric.

Timeframe for this Outcome

Academic year 2023-2024

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

MEDA 460 Senior Research Paper Scoring Rubric.

Frequency of Assessment

Every fall and spring in MEDA 460.

Data Collected for this Timeframe (Results)

14/19 (74%) of students met the goal

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

2

Comments/Narrative

With this assessment instrument, this year's cohort of students have, once again, done a better job in meeting or exceeding the standard set for this goal than last year's group. Along with an average score of 85, this increase from 59% to 74% is encouraging.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Identifying and discussing historical, ethical, and legal issues related to media and communication is an important skill for our students; however, as we stated in last year's report, student performance for this goal has been particularly uneven over the last several years of our data collection, which suggests that we may need to do more to emphasize this goal. Last year, we said that our students seemed more comfortable with this goal than with goal three (which has also been previously problematic for our students), but this year's data does not prove this to be the case.

Changes Made/Proposed Related to Goal

One improvement from last year's assessment was to incentivize the completion of the research paper in MEDA 460 so that students will be more inclined to submit their essays; this certainly helped student performance for that particular instrument. As with our other goals, a primary concern is student inability to choose appropriate examples for this goal in their portfolios. As with Goal Three, at least one student selected a work from their MEDA 101 course, which probably did not fit the goal as well as a work from a more advanced course would have. We will need to make sure that students are choosing examples that are well-developed and better suited to each goal and provide them with examples of the type of work we expect to see. Otherwise, we have decided to make a minor change to the description of this goal; next year, it will read, "Students will be able to identify and discuss historical, ethical, and/or legal issues related to media and communication." Adding the "and/or" to this list helps to clarify the goal for both students and faculty.

Upload Rubrics/Other Files

MEDA 490 INTERNSHIP EVALUATION NEW.docx

MAC Rubric 2023.docx

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.

Program Goal

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

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

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 MAC Senior Portfolio, sample 5 subscore (To demonstrate potential to work as a professional in Mass Communications and Media).

Timeframe for this Outcome

Academic year 2023-2024

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

MAC Senior Portfolio, sample 5 subscore.

Frequency of Assessment

Every fall and spring in MEDA 499 senior capstone classes.

Data Collected for this Timeframe (Results)

3.3 AVG score, with 15/18 or 83% meeting the goal

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

3

Comments/Narrative

We are delighted to see this percentage increase 15% from 68% last year to 83% this year. This is much more in line with previous student performance and suggests an improvement in the quality of student work as well as an improvement in our assessment process from last year—at least for this goal. Adding to that is the fact that last year’s average score portfolio score for this goal was a 3.19 while this year’s score increased to 3.3.

Resources Needed to Meet/Sustain Results

None

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 2023-2024

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.

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.

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.

Assessment Measure Used

EYE Program Employer Evaluations of Student Performance, overall rating.

Frequency of Assessment

Every semester in MEDA 490 and MEDA 491 internships

Data Collected for this Timeframe (Results)

100% 22/22 met goal

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

3

Comments/Narrative

For this year's assessment, we changed this instrument; while we will still use the internship "Employer Evaluation of Student Performance" rubric, we will use the section (D) devoted to "Professionalism" instead of the overall score, which we already use for Goal Two, instrument two.

The average student score in MEDA 490 was 4.84; the average in MEDA 491 was 4.78.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

As stated in the Goal Summary for Goal One, this year's cohort, overall, seemed to be a more driven, career-oriented group than last year's cohort, who sometimes lacked the same level of enthusiasm. This helps explain why such a high percentage of the students scored a 3 or above on instrument one (the portfolio).

Changes Made/Proposed Related to Goal

As stated in the summary for instrument two for this goal (the internship rubric), we have slightly changed the instrument, instead looking at the nine questions about whether our students (1) exhibit professional

behaviors and attitudes, (2) accept responsibility for mistakes and learn from experiences, (3) exhibit a self-motivated approach to work, (4) demonstrate an ability to set appropriate priorities/goals, (5) report to work as scheduled and on-time, (6) exhibit a positive and constructive attitude, (7) dress and appear appropriate for the organization, (8) behave in an ethical manner, and (9) respect the diversity of co-workers. We feel that this allows us a more complete idea of their overall performance as interns. It also provides a fuller, more accurate picture of our students' preparedness for the workforce. Using the "Employer Evaluation of Student Performance" rubric to include MEDA 490 (on-campus/departmental internship) students in the assessment for Goals One, Two, and Five and not limiting our assessment to MEDA 491 (outside/off-campus internship) students also gives us a comprehensive view of our students' performance. We will continue to do this next year.

Upload Rubrics/Other Files

MEDA 490 INTERNSHIP EVALUATION NEW.docx

MAC Rubric 2023.docx

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.

Program Goal

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

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

Academic Year 2023-2024

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.

Performance Target for "Partially Met"

Not Applicable

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.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

108 rolling average

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

3

Comments/Narrative

While our average enrollment continues to exceed the minimum productivity standards set by S.C. CHE, we did notice that our student headcount dropped from 96 in fall 2022 to 72 in fall 2023. However, one major reason for this change is that some students who would have previously been Media and Communication majors have now switched to or enrolled as Digital Media Production majors, the DMP being the other primary program in our department.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

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

Academic Year 2023-2024

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.

Performance Target for "Partially Met"

Not Applicable

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.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

24.6, five-year rolling average for number of degrees awarded

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

3

Comments/Narrative

Our average degree completions for this year easily exceeded the minimum productivity standards set by S.C. CHE; however, the actual degrees awarded fall 2023 dropped to a low of 15, down from 22 in fall 2022. This number is a bit concerning; we have to wonder if the number of DMP majors may be affecting the number of our graduates in Media and Communication.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used**

Goal Summary

Goal Summary/Comments

Our recruitment efforts this year (in addition to regular events such as Open House) included a targeted mailer and email sent to all high schools in South Carolina in spring 2024 prior to the Lander University Film Festival on March 20. The Film Festival itself served as an excellent recruitment and retention event, and the South Carolina Humanities mini-grant that we applied for and received helped to make this possible. We will apply for this grant again next year. Additionally, we hope that next academic year (2024-25), there will be more of a partnership between the College of Arts and Humanities and the Office of Admissions; receiving their help will certainly benefit our recruitment efforts.

Other retention efforts included a "Meet the Faculty" event coordinated by the College of Arts and Humanities in August, use of the departmental Blackboard Org to keep students informed about university and departmental events and deadlines (such as for advising or registration) throughout the academic year, revising our four-year guides, working on a course rotation, and retooling our minors. All of these efforts were aimed at making students feel as though they have a place in our program, are receiving the important information they need, and can take their necessary classes in a timely fashion. In addition to this more bureaucratic work, we also continued to draw students to our program through the Audio Drama Club, XLR campus radio, and the newly-formed Improv Club. A definite strength of our department is the opportunities we provide our students for experiential learning. This year, one professor recruited and prepared students to attend or present at three different conferences—the Carolinas Communication Association, the VOAtlanta Conference, and the South Carolina Speech and Theatre Association Conference. The General Manager of XLR also created some experiential learning

opportunities for our students at off-campus concerts and venues as well as on-campus live broadcasts. These students also, for the first time, recorded live performances of students in the Music Department. At the Digital Media Showcase, held in April, our students were able to present their video and audio productions from this academic year, including these live sound recordings of different on-campus music events as well as short films from their video production courses. Fostering student talent has been, and should continue to be, one of our department's key assets.

As we did last year, this year we have tried to combine both fun events for students with serious improvements to our program to encourage our students' growth and engagement here at Lander.

Changes Made/Proposed Related to Goal

Last year, we discussed ending the Sports Media Minor because we did not have any faculty members who could teach these classes. While we still do not have a full-time faculty member qualified to teach Sports Media, we have been able to find a reliable adjunct to teach two of these courses. We have also modified this minor so that, moving forward, it will be more flexible and have fewer overall required courses but more options—including courses in Sports Management or Sports Marketing—so that students can complete this minor by tailoring it to their interests. Last year, we stated that we needed to streamline all our minors; because we do not have a full-time Public Relations professor, we realized that we needed to change that minor as well so that fewer courses are required, offering them when we can find adjuncts to cover these courses. We were able to do that this academic year. Ultimately, we not only made changes to the Sports Media and Public Relations minors, we also streamlined the rest of our minors—Speech and Performance, Film Studies, Media Writing, and Media and Communication (for non-majors). These minors have become more flexible, less rigid, and thus are easier for our students to complete while, again, allowing them to tailor course selection to their interests. They are also more transfer-student friendly.

Next academic year (2024-25), we will consider the creation of a one-hour MEDA 199: Introduction to Media and Communication course for all of our majors in order to foster a sense of community among our freshmen and also provide them with the information that they will need to move successfully through our program. We will also work toward streamlining some of the prerequisites for our classes to make them more transfer-friendly and allow students to take courses in a more effective manner.

Thanks to student Media Fees, we were able to purchase more audio and video equipment for our students, including drones, for the next academic year (2024-25). We are continuing to judiciously select the most pressing projects necessary for student success in our production courses. One upcoming project is a podcasting studio, which will give students necessary space for this work, as well as other student audio projects. It can be difficult for us to attract and retain students with limited ability (and limited funding) to make improvements to our existing studio spaces; we will do our best to maintain a quality experience for our students, but it is often difficult to work within these limitations.

Upload Rubrics/Other Files

Dean's Email Address

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Approved by Dean?

Signature of Dean

Comments from Dean's Review