

# 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".

**Be sure to SAVE your progress as you work!**

## Academic Program

Media and Communication, B.S.

## Submission Due Date

Fall 2025: October 1, 2025

## Assessment Coordinator Name

Misty Jameson

## Enter Assessment Coordinator Email

mjameson@lander.edu

## 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 2024-2025

**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)**

81% (13/16) met goal (AVG score of 3.25)

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

3

**Comments/Narrative**

The data this year reveals consistent average scores (3.2 last year; 3.25 this year) and a sharp rise in the percentage of students meeting the goal (up from 72% 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 2024-2025

**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)**

80% (12/15) met goal (AVG score of 4.08)

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

3

**Comments/Narrative**

While this is a drop in percentage from last year (95% or 21/22), we are still pleased with student performance for this year as only two students received particularly low scores in this evaluation, bringing down the percentage. These two students seem to be unfortunate outliers and are not necessarily indicative of overall student performance for this goal.

**Resources Needed to Meet/Sustain Results**

None

#### **Explanation of How Resources Will Be Used**

N/A

## **Goal Summary**

### **Goal Summary/Comments**

While some of our students may still be dealing with the long-term effects of COVID when it comes to communication skills (particularly in person), we are pleased that we have met our goals for both of these instruments for the first time since the 2021-22 academic year. This was also the first year that we implemented the in-person presentation of student portfolios to allow students the opportunity to give faculty a fuller, more complete idea of their communication skills.

### **Changes Made/Proposed Related to Goal**

We have continued to focus on making sure our students in MEDA 499 understand how to choose appropriate examples for their portfolios for this goal, and this year, we had fewer problems with students selecting examples from their work, which most likely contributed to our higher percentages. However, after having logistical issues in implementing the in-person component of the portfolio, we realize that it would probably be more practical to have students submit a separate video (of no longer than five minutes) presenting their portfolios to faculty. This would help students include an “in person” element without creating extra scheduling issues at the end of the semester. We would need to give students specific instructions on how to do this, with an emphasis on professional presentation.

This is our second year to include data from both MEDA 490 and MEDA 491 for our assessment for outcome/instrument two. Collecting this data seems to be useful in helping us monitor all of our students’ interactions in their internships and to give us a fuller picture of their performance for this goal. Last year, we discussed making a minor change to the evaluation for the second instrument (the “Employer Evaluation of Student Employment”), but after discussion, we have decided to continue to use the existing rubric (with five questions under the “Communication” section of the evaluation).

### **Upload Rubrics/Other Files**

## **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 2024-2025

**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)**

94% (15/16) met goal (3.46 AVG score)

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

3

**Comments/Narrative**

The average score for this year increased incrementally from 3.3 to 3.46, but more impressive is the dramatic increase from 72% to 94% of our students meeting this goal. One problem our students have traditionally had with this goal is in choosing portfolio examples from a single medium instead of the stated goal of communicating “effectively through multiple forms of media.” This year, however, students did a better job overall of selecting examples.

**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 2024-2025

**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)**

80% (12/15) met (4.2 AVG score)

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

3

**Comments/Narrative**

This number (80%) is a drop in percentage from last year (100% or 22/22). As with instrument two of Goal One, however, we are still pleased with student performance for this year as only two students received particularly low scores in this evaluation, bringing down the percentage. As we mentioned previously, these two students seem to be unfortunate outliers and are not necessarily indicative of overall student performance for this goal.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

N/A

## Goal Summary

### Goal Summary/Comments

As we mentioned with Goal One, this is the best our students have performed in both instruments/outcomes for this goal since the 2021-22 academic year. Despite prior issues with students having problems selecting examples for this goal in particular, as they either did not understand the goal or did not understand the importance of multi-media communication, this year's cohort performed particularly well, especially with the portfolio (instrument/outcome one).

### Changes Made/Proposed Related to Goal

With the improvement in our students' portfolio scores/percentages, we will continue focusing 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. We will also 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.

As we mentioned with Goal One, this is our second year to include data from both MEDA 490 and MEDA 491 for our assessment for outcome/instrument two. Collecting this data seems to be useful in helping us monitor all of our students' interactions in their internships and to give us a fuller picture of their performance for this goal.

### 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 2024-2025

**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 in multiple media).

**Frequency of Assessment**

Every fall and spring beginning spring 2011.

**Data Collected for this Timeframe (Results)**

88% (14/16) met (3.31 AVG score)

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

3

**Comments/Narrative**

We are pleased to see an increase of 10% of our students' work meeting this goal (up from 78% last year) as well as students' average scores basically holding steady (3.2 last year; 3.31 this year). As with 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 2024-2025

**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)**

85% (22/26) met (AVG score of 81)

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

3

**Comments/Narrative**

This is a definite improvement over last year's percentage of 74% of students meeting this goal. With an average score of 81, this year's senior research projects were generally well done overall. We are pleased that this is the first year that we have completely met the goal for this instrument since the 2021-22 academic year and hope that this trend will continue.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

N/A

## Goal Summary

**Goal Summary/Comments**

This goal has traditionally been problematic one for our students. While students continue having difficulty understanding how to "analyze and critically evaluate" texts, they have done a better job overall, this year, of selecting proper examples for their portfolios.

**Changes Made/Proposed Related to Goal**

Last year we had decided to change the language for this goal to remove any descriptor ("multiple" or "different") before the word "media" in order to clarify this goal for both the students and the faculty. However, we did not make this change this year, and—upon further reflection—we have decided to keep the original wording: "Students will be able to analyze and critically evaluate messages produced in multiple media." We feel that analyzing works across media is an important skill. We will simply need to do a better job of clarifying this goal for students who are preparing their portfolios in MEDA 499. Another change that we intend to make is to have students submit their MEDA 460 senior research projects to the portfolio instead of collecting class data. This will make students responsible for editing and preparing the document for their portfolios. It also means that they will need two examples in their portfolios for this goal, one from MEDA 460 and another of their choosing.

**Upload Rubrics/Other Files**

## 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 2024-2025

**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)**

75% (12/16) met (3.55 AVG score)

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

2

**Comments/Narrative**

Unlike the percentages for most of our other goals, this one increased the least amount from last year, going from 72% to 75% met. Like last year, however, our average score of 3.55 does suggest that most of 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 2024-2025

**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)**

85% (22/26) met (AVG score of 81)

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

3

**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. This increase from 74% to

85% is encouraging. With an average score of 81, this year's senior research projects were generally well done overall. We are pleased that this is the first year that we have completely met the goal for this instrument since the 2021-22 academic year and hope that this trend will continue.

#### **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 have stated in assessments for previous academic years, student performance for this goal has been particularly uneven over the last several years of our data collection, particularly with the portfolio (instrument one). This suggests that we may need to do more to emphasize this goal.

### **Changes Made/Proposed Related to Goal**

As with our other goals, a primary concern is student inability to choose appropriate examples for this goal in their portfolios. In order to help them do so, we will change the second instrument for this goal to a research essay from MEDA 421: Media Law and Ethics. Students will need to use a work from this course to fulfill the second instrument requirement, which means that they will need two portfolio examples for this goal, one from MEDA 421 and another of their choosing. We will need to make sure that students are choosing examples that are well-developed and suited to the goal.

Otherwise, we have decided the proper wording for this goal to clarify it for students and for faculty; we have chosen to keep the original wording: "Students will be able to identify and discuss historical, ethical, and/or legal issues related to media and communication" instead of "Students will be able to identify and discuss historical, ethical, and/or legal issues related to the student's chosen emphasis area" (the language on the portfolio rubric).

### **Upload Rubrics/Other Files**

## **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 2024-2025

**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)**

81% (13/16) met (3.43 AVG score)

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

3

**Comments/Narrative**

Unlike the percentages for most of our other goals, the percentage for this goal decreased from 83% to 81%. The average score, however, more or less remained steady, going from 3.3 to 3.43. Even though our students met the desired outcome, we were disappointed with the lower percentage, as this goal is a key one for our graduates.

**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 2024-2025

**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)**

73% (11/15) met (AVG score of 4.13)

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

2

**Comments/Narrative**

This is our second year to use section (D) devoted to "Professionalism" of the internship "Employer Evaluation of Student Performance" for this instrument. We feel that it gives us a clearer picture of student performance for this goal than the "Overall Rating" did (the former instrument for this goal). While we are disappointed both in this percentage and the fact that the average score decreased from 4.81 to 4.13, we did have three students whose scores were particularly low and brought down our totals; these students were not necessarily indicative of overall performance.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

N/A

## Goal Summary

### Goal Summary/Comments

While the portfolio scores (instrument/outcome one) are encouraging, we are disappointed in the performance of our interns (instrument/outcome two), as internships are a key component to workforce preparedness. As we mentioned above, we had three students who performed poorly overall. Fortunately, these students all worked on-campus, and not off-campus, internships.

### Changes Made/Proposed Related to Goal

One alteration that we made to internships this academic year is in changing the prerequisites to MEDA 491 (off-campus internships) to include a minimum 3.0 institutional GPA. We feel that this change will help us make sure that only students who are academically and professionally prepared for an off-campus internship can receive one. We want to make sure that those students who go into the community for an internship are solid, dependable representatives of the department and of the university as a whole.

### Upload Rubrics/Other Files

## 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 2024-2025

**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)**

64 yearly total, with 95 as the rolling average

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

3

**Comments/Narrative**

Our average enrollment well exceeds the minimum productivity standards set by S.C. CHE; however, our enrollments have been a bit uneven since fall 2017 and have decreased each year. (This year's number of 64 is a significant drop from last year's 72 and the previous year's 96.)

**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 2024-2025

**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)**

18 yearly total, with 23.2 as the five-year rolling average

**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 in the 2024-25 academic year (18) were only 3 more than the low number of 15 last year.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

This year's recruitment and retention efforts (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 2025 prior to the Lander University Film Festival. This year's festival covered a week's worth of events, culminating in the Awards Ceremony and Screening. 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.

Other retention efforts included a "Meet the Faculty" event for our majors in September and use of the departmental Blackboard Org to keep students informed about university and departmental events and deadlines (such as for advising or registration). We also held an alumni panel in fall, had active clubs throughout the year (Audio Drama Club, Improv Club), and had students participate in the South Carolina Speech and Theatre Association Conference in spring. Our annual Digital Media Showcase in April helped to highlight student work for the entire year, and one of our greatest achievements happened when student Quinn McKee won third place in the national screenwriting competition held at the Broadcast Education Association Conference in Las Vegas in spring 2025. Most of these retention initiatives also work for recruitment as well, particularly clubs and events; we also have a new course in Videogame Theory and a newly-opened Podcast Studio to help attract new students.

**Changes Made/Proposed Related to Goal**

While we have many successful recruitment and retention strategies, with the university-wide restructuring—particularly the division of our department into separate departments and colleges—we did not put as much effort into recruitment this year as in previous years. Being uncertain about the future of this major made us less willing and able to recruit actively. With this degree being housed in the new College of Business and Technology next year, faculty for the Department of Media and Design will need to decide how to pursue recruitment moving forward or how to change this program to better fit the new department and college.

**Upload Rubrics/Other Files**

**Dean's Email Address**

smcmillan@lander.edu

**Approved by Dean?**

Yes

**Signature of Dean**

Lucas McMillan

**Comments from Dean's Review**

This is a detailed and honest report as the major transitions to the new College of Business & Technology. We look forward to the faculty making the decision to re-vamp the BS in Media & Communication in some big way, or to asking for a teach-out plan because the major is cancelled as new options are developed within the new Dept. of Media & Design.

**Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.**