

# 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 Year

2021-2022

## Assessment Coordinator Name

Laura Hester

## Enter Assessment Coordinator Email

lhester@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 2020-2021

**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, beginning spring 2011.

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

100% of students met or exceeded standard in subscore 1 of portfolio: 11 of 11 in Fall 2020 and 15 of 15 in Spring 2021.

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

3

**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 MAC 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 goal. 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 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. Results for fall 2019 were 91%; spring 2020 portfolios were incomplete due to Covid and were not considered.

During 2020-2021, 100% of students met or exceeded standard in subscore 1.

**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 (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 2020-2021

**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 semester in out-of-department internship classes (MEDA 491).

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

89% (8 of 9) of students were rated as commendable or exceptional on internship employer evaluations, subscores B2-B5, for fall 2020 and spring 2021.

**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.

We had fewer interns than usual during 2020-2021 due to COVID. Only 9 students interned outside of the department and several of these worked remotely, making communication with supervisors more difficult. Despite this, several supervisors commented in their evaluations that our students did an excellent job in this category and overall.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

N/A

## Goal Summary

**Goal Summary/Comments**

Outcome 1 (based on portfolios) and outcome 2 (based on EYE program employer evaluations) were met for 2020-2021. Portfolio scores for outcome 1 have been inconsistent since implementation in 2011. Employer evaluations have been consistently met since implementation.

**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 samples of successful student portfolios, 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 have prompted us to review the consistency of instruction for speech classes and presentations throughout the program. Changes include requiring all sections of SPCH 101 follow the same syllabus and assignments.

**Upload Rubrics/Other Files**

Employer\_Evaluation\_Form.doc

Portfolio Rubric.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**

## 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 2020-2021

#### 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)

92% (24 of 26) of students met or exceeded standard for portfolio subscore 2: 10 of 11 in Fall 2020 and 14 of 15 in Spring 2021.

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

3

#### 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 MAC faculty using a portfolio rubric. Scores have remained at or above 80% since 2012-2013. During 2018-2019 scores were 92% (22 of 24), and during 2019-2020 scores were 91% (11 of 12). Note: Data from spring 2020 was not collected or reported because of issues related to Covid.

For 2020-2021, 92% of students met or exceeded standard for subscore 2.

**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 2020-2021

**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 for out-of-department internships (MEDA 491).

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

100% (9 of 9) of students were rated as commendable or exceptional on internship employer evaluations, overall rating.

**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 the 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), during 2018-2019 the overall rating was 95% (19 of 20), and during 2019-2020 the overall rating was 100% (15 of 15). Note: requiring midterm submission of the same form has allowed internship faculty to spot potential problems and to have conversations with interns.

For 2020-2021, 100% of students were rated as commendable or exceptional by site supervisors.

#### **Resources Needed to Meet/Sustain Results**

None

#### **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, and 91% (11 of 12) students met or exceeded standard during 2019-2020.

The results of EYE Program Employer Evaluations of our internship students have shown a consistently high number of students rated as "commendable" or "exceptional" by site supervisors: 95% (19 of 20) during 2018-2019, 100% (15 of 15) during 2019-2020, and 100% (9 of 9) during 2020-2021. Note that there were fewer students participating in internships during 2020-21 because of Covid.

### **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 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 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 the faculty sponsor.

#### **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 2020-2021

#### **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)**

85% (22 of 26) of students met or exceeded standard on portfolio subscore 3: 8 of 11 in fall 2020 and 14 of 15 in spring 2021.

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

3

#### **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 MAC 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. For 2019-2020, 91% (11 of 12) of students met or exceeded standard.

During 2020-2021, 85% of students met or exceeded standard for subscore 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 students “meet” or “exceed” standard in MEDA 499 Capstone Research Paper, based on established rubric.

**Timeframe for this Outcome**

Academic year 2020-2021

**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 499 Capstone Research Paper Scoring Rubric.

**Frequency of Assessment**

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

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

93% (26 of 28) of students met or exceeded standard: 10 of 11 in fall 2020 and 16 of 17 in

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

3

spring 2021.

**Comments/Narrative**

Key assignments in the MEDA 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), in 2019-2020 it was 92% (24 of 26), and in 2020-2021 it was 93%.

**Resources Needed to Meet/Sustain Results**

None

**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: 85% (22 of 26) met on portfolios and 93% (26 of 28) met on the research paper rubric. Although the outcome was met there has been inconsistencies in results since implementation of these measures.

**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.

**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 2020-2021

**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.

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

77% (20 of 26) of students met or exceeded standard: 8 of 11 in Fall 2020 and 12 of 15 in Spring 2021.

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

2

**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 MAC faculty using a portfolio rubric. Results have been inconsistent and for 2018-19, the outcome was not met for this measure. In 2019-2020, the outcome was met with 100% of students (12 of 12) meeting or exceeded standard. No data was reported in spring 2020 due to Covid.

There was a drop in this category during 2020-2021. Several students reported having trouble finding portfolio samples to include in the portfolio due to changes in assignments for the Media Law and Ethics class. The department will review this.

**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 499 Capstone Research Paper, based on established rubric.

### Timeframe for this Outcome

Academic year 2019-2020

### 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 499 Senior Capstone Research Paper Scoring Rubric.

### Frequency of Assessment

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

### Data Collected for this Timeframe (Results)

93% of students met or exceeded standard: (26 of 28).

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

3

### Comments/Narrative

Key assignments in the MEDA 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, 2019-2020, and 2020-2021 indicate that the outcome was met.

### Resources Needed to Meet/Sustain Results

None

### 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 partially met on portfolios (77%) and was met on the research paper rubric (93%). There have been inconsistencies in results since implementation of these measures.

### Changes Made/Proposed Related to Goal

The department continues to work with students to define expectations for the senior portfolio. We will discuss as a department whether changed assignments in the Media Law class had an impact on the portfolio in this category. We have also adjusted the capstone syllabus to allow time for a research presentation with a librarian and individual progress reports with the professor. These appear to have been successful.

### 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 2020-2021

**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 semester in senior capstone classes

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

81% of students (21 of 26) met or exceeded standard for subscore 5 of the portfolio.

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

3

**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.

**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 2020-2021

**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 out-of-department internships.

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

100% (9 of 9) of students were rated as commendable or exceptional in EYE employer evaluations.

**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. We had fewer interns than usual during 2020-2021 due to Covid. Despite this, employer evaluations remained high.

**Resources Needed to Meet/Sustain Results**

None

**Explanation of How Resources Will Be Used**

N/A

## Goal Summary

**Goal Summary/Comments**

Internal and external 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 during 2020-2021: 81% met on portfolios and 100% met on the Employer Surveys.

**Changes Made/Proposed Related to Goal**

Although this outcome has been met consistently, the department continues to work with students to emphasize the importance of this goal. We review the portfolio review process annually and our internship coordinator is completing a review of the internship program to make it more beneficial for our students.

**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**

2020-2021

**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)**

124, five-year rolling average for number of students enrolled in major

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

3

**Comments/Narrative**



The department has shown consistent enrollment for the past 5 years but little growth. We have revised the major with marketing and recruitment in mind.

#### **Resources Needed to Meet/Sustain Results**

We have revised the major and renamed the department to help make the degree more flexible and marketable. We are also using recruiting events such as the annual Lander Film Festival and upcoming high school speech and theatre conference to reach out to targeted groups.

Needed resources would include with redesign and cost of marketing materials and recruiting events. Cost would be \$500-\$2,000 for banners, postcards, and other materials and \$1,000 to \$3,000 for recruiting events.

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

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

## **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**

2020-2021

**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)**      **Score (Met=3, Partially Met=2, Not Met=1)**  
27, five-year rolling average for number of degrees awarded      3

**Comments/Narrative**

We continue to work with the Academic Success Center to ensure the success of our students. Individual faculty members and advisors reach out to students who are experiencing academic difficulties and submit concern forms if those students do not respond.

**Resources Needed to Meet/Sustain Results**

None

**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.

**Changes Made/Proposed Related to Goal**

The department recently made revisions to the major that we believe will make it more flexible and more marketable. We have also created a second major (B.S. in Digital Media Production) 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.

Our limited number of faculty, limited space, and limited budget make it increasingly difficult to recruit and retain majors and to meet the increasing demands of departmental and general education classes. We will be putting together requests for new faculty and dedicated Media and Communication facilities.

**Upload Rubrics/Other Files**

**Dean's Email Address**

mrollins@lander.edu

**Approved by Dean?**

Yes

**Signature of Dean**

Mark Rollins

**Comments from Dean's Review**

The department wisely provides students with examples of senior portfolios to clarify expectations.

I look forward to learning about the review of the internship program.

The B.S. in Digital Media Production that launches fall 2022 is the only 4-year degree of its kind in the state at a public university. Given the potential market among transfer and high school career center students, as well as traditional freshmen, this degree offers significant potential for growth. I support the department's goal to acquire new faculty and new facilities to serve their students and programs.

**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.**

