Academic Program Assessment Report

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

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

Academic Program	**Submission Year**
Chemistry, B.S.	2019-2020

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

Assessment Coordinator Name	**Enter Assessment Coordinator Email**
David Gardner	dgardner@lander.edu

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

Program Goal

Goal

Goal 1

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

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

> Goal #1 Prepare students well-
> Prepared students possess a range of skills and knowledge

Pillar of Success Supported
○ High-Demand, Market-Driven Programs

○ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

○ Robust Student Experience

◉ Graduates Who Are Gainfully Employed or Admitted to Graduate School

○ Advancement Activities Leveraged to Further the University's Mission

○ Engaged and Supportive Alumni

○ Financially Stable and Operationally Efficient

○ Facilities Positioned for Growth and Efficient Utilization

○ Employer of Choice

○ Highly-Valued Community Partner

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

Outcomes

Outcome 1

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Demonstrate overall understanding of chemistry - Students perform well on national assessment (Used the Chemistry Major Field Test (MFT) published by ETS)

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score on MFT is 50th percentile or higher

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

Performance Target for "Partially Met"

Average score on MFT between 25 and 49 percentile

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

Performance Target for "Not Met"

Average score on MFT below 25th percentile

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

Assessment Measure Used	**Frequency of Assessment**
Chemistry Major Field Test (MFT) published by ETS	MFT administered in every spring capstone course (PSCI 499)

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

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**

The average score for the 5 students who took the MFT was 141, which is the 34th percentile	2

Comments/Narrative

The results this year are down from a year ago, in which the average was 50th percentile. There are several issues that the program has been wrestling with for several years. First, the MFT data we received used to be broken down into sub-scores representing specific chemistry disciplines (analytical, biochemistry, inorganic, organic, and physical). Thus, prior to 2016, we could assess our program based on which topic students struggled in to help us narrow our focus. Starting in 2016, ETS discontinued providing percentiles to discipline sub-scores, making the raw sub-scores useless for our program assessment.

In 2018,we then modified this particular outcome to only examine the combined, overall chemistry score as the overall percentile continues to be available to us. Unfortunately, we are now recognizing that this is a mostly useless number to drive improvement because we cannot use the number to identify where in the program to look.

A second debate we are having relates to the timing of a national exam itself. The American Chemical Society (ACS) produces nationally normed exams in all areas of chemistry. Thus, we could, in principle, use these exams. The current downside of the MFT exam is that for some students, it is multiple years between when they learn specific detailed information regarding a chemistry topic and when they take the MFT exam. And while a senior certainly knows a much broader amount of chemistry than a sophomore, a sophomore may do much better on MFT questions related to a class he or she is currently taking.

The ACS exams offer a way to assess student learning in specific disciplines when the class happens. Thus, it eliminates the potential loss of specific knowledge items needed to do well on national standardized exams. However, there are other sets of issues associated with using ACS exams. The department has not yet come to a consensus about whether or not we should switch to the ACS exams. In the meantime, we continue to use the MFT overall summary.

With regards to the 34th percentile over from this past academic year, this result is viewed to be more indicative of the weak set of 5 students that took the exam. In 2017, 4 of the 8 students taking the exam scored above 50th percentile with 2 of the 8 being above 75th percentile. Last year, only one of the 5 was above the 50th percentile, none scored above 75th. There are talented students in this year's class that should help pull the average score back up.

Resources Needed to Meet/Sustain Results

None at this time. Should we switch to using ACS examines we will need to increase the budget allotted to program assessment as we would be assessing far larger numbers of students.

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?

Student Learning Outcome

Enter Outcome

Demonstrate overall understanding of chemistry - Students perform well in research and on internships

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

above 2.0 on department rubrics (content questions)

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

Performance Target for "Partially Met"

between 1.5 and 1.9 on department rubrics (content questions)

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

Performance Target for "Not Met"

below 1.5 on department rubrics (content questions)

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

Assessment Measure Used	**Frequency of Assessment**
Departmental rubric for research/internships	End of every semester in which students enroll in research class or internship

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

Capstone assignment).

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**

Average presentation score was 2.61	3

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

Comments/Narrative

Participation in research and/or internships is a valuable learning opportunity. Not surprisingly, students that get the opportunity tend to do very well when assessed on student learning outcomes related to chemistry content. This result is a strong indication that research and internships are valuable and need to be retained as part of the program.

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

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 3

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

Demonstrate overall understanding of chemistry - Students present good senior seminar presentations

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

above 2.0 on department rubric (content questions)

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

Performance Target for "Partially Met"

between 1.5 and 1.9 on department rubric (content questions)

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

Performance Target for "Not Met"

below 1.5 on department rubric (content questions)

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

Assessment Measure Used	**Frequency of Assessment**
Departmental rubric designed to evaluate senior seminar presentations	every spring in capstone course (PSCI 499)

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
The average score for the 5 students on the content questions on rubric was 2.12	3

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

Comments/Narrative

The senior seminar project evolved from 2012 to 2015. Prior to this time, the senior seminar presentations were generally of low quality and poor chemistry content. During that transition, the academic challenge and rigor of the project dramatically increased, and as a result, the presentation content level has significantly increased and it has remained high ever since.
The results for spring 2019 are lower than the previous couple of years. However, as mentioned above, the 2019 capstone course involved both fewer and weaker students than the previous couple of classes.

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

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 4

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

Demonstrate scientific communication skills - Students present research/internship well

Timeframe for this Outcome

2019-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

above 2.0 on department rubrics (presentation questions)

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

Performance Target for "Partially Met"

between 1.5 and 1.9 on department rubrics (presentation questions)

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

Performance Target for "Not Met"

below 1.5 on department rubrics (presentation questions)

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

Assessment Measure Used	**Frequency of Assessment**
Departmental rubric for research/internships	End of every semester in which students enroll in research class or internship

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

Data Collected for this Timeframe (Results)

average communication score was 2.79

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

3

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

Comments/Narrative

This is a very high score. As with scientific content knowledge, students engaged in research or internships tend to perform better than the general population in the seminar capstone experience. Again, this is evidence to retain this part of our program

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

Resources Needed to Meet/Sustain Results

None

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 5

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

Demonstrate scientific communication skills - Students have good mock interview

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Summary score on mock interiew evaluation forms above 2.0

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

Performance Target for "Partially Met"

Summary score on mock interiew evaluation forms between 1.5 and 1.9

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

Performance Target for "Not Met"

Summary score on mock interiew evaluation forms below 1.5

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

Assessment Measure Used	**Frequency of Assessment**
Mock interview evaluation form. Above 90% = summary score of 3 (excellent). Between 80-89% = summary score of 2 (acceptable). Between 70-79% = summary score of 1 (below acceptable). Below 70% =summary score of 0 (far below acceptable).	every spring in capstone course (PSCI 499)

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Average was 2.4 for the 5 students	3

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

Comments/Narrative

Scientific communication on a mock job interview is a new student learning outcome. While we have previously incorporated a mock interview in the senior seminar class, this was the first time that we have considered it in the context of program assessment.

We decided to incorporate this into program assessment because it aligns well with pillar #4: Graduates who are gainfully employed or admitted to graduate school.

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

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 6

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

Demonstrate scientific communication skills - Students present senior seminar well

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

above 2.0 on department rubrics (presentation questions)

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

Performance Target for "Partially Met"

between 1.5 and 1.9 on department rubrics (presentation questions)

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

Performance Target for "Not Met"

below 1.5 on department rubrics (presentation questions)

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

Assessment Measure Used

Departmental rubric designed to evaluate senior seminar presentations

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

Frequency of Assessment

every spring in capstone course (PSCI 499)

Data Collected for this Timeframe (Results)

Average score for 5 was 2.34

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

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

3

Comments/Narrative

In 2016-17, the program created a series of lower-level one-hour seminar courses that focused on effective scientific communication. Much of this material had been taught in the capstone course, but we decided to push this material to earlier in the program to give student more opportunities to practice their communication skills.

Over the last few years, the results for this have been 2.33 (in 2016), 2.26 in (2017), 2.55 in (2018), and 2.34 (in 2019). The 2019 results are in line with previous years and indicate that students continue be competent in communicating scientific information.

The class of 2020 will be the first class to have had the seminar courses be a required part of the program. It will be interesting to see if there is any impact on the quality of presentations based on this change.

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

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Goal #1 is a new goal in that is combines many things we had previously tracked into a singe goal related to chemistry content knowledge and scientific communication skills. Because this is a new goal, it is difficult to exactly compare to previous years.

We are doing a good job of preparing students with the content knowledge and communication skill necessary to be successful in chemistry after graduation. Overall, we "met" 5 of our learning outcomes and had 1 "partially met" learning outcome.

Our use of the Chemistry MFT is being debated. The current practice of using the overall summary score is not satisfactory as it gives no insight into which part of the curriculum should be improved. We are trying to figure out a better way to compare our program to other programs.

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

Changes Made/Proposed Related to Goal

Scientific communications: We are tracking changes related to implementing new scientific-communications seminar courses. This upcoming year will be the first class to have significant percentages of students been in those courses and the class of 2021 will be the first class to have these new courses be fully required. So we are waiting to see how those changes play out.

Scientific Content knowledge: Using in-house assessments during seminar, research, and internship presentations, we know that students are getting a good base of content knowledge. However, we are currently unable to state why the 2019 class did worse on the MFT than the previous year. Our challenge for the current academic year is to improve our assessment of student chemistry content knowledge.

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

Upload Rubrics/Other Files
Mock Interview Rubric-2016 v 2.0.docx

oral presentation rubric faculty 2018.docx

2019 senior seminar presentation results and summary - no names.xlsx

2019 mock interview results - no names.xlsx

Goal 2

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

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

Goal #2: Build professional networks
         Strong linkages with our alumni, professional scientific community, employers, graduate schools, and local K-12 schools is vital to our success.

Building strong networks directly impacts pillars 1, 2, 3, 4, 5, 6, and 10. Since the form does not allow selection of more than one pillar, here is the argument for additional pillars-

Pillar #1: High-Demand, Market Driven Programs. By connecting into both the K-12 schools and employers/graduate schools, the department will be able to keep our programs highly relevant to meet the demand of potential students as well as match the needs of prospective employers/graduate schools who will hire/admit our graduates.
Pillar #2: Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students. Developing connections with K-12 schools will help to build pipelines for us to identify, recruit, and enroll talented and ambitious students.
Pillar #3: Robust Student Experience. By cultivating connections, we will be better able to identify meaningful opportunities outside of the classroom for our students related to training (i.e internships and research) as well as service/fun activities such as doing school outreach programs.
Pillar #4: Graduates Who Are Gainfully Employed or Admitted to Graduate School. Developing connections with employers/graduate schools will enhance our ability to ensure students are gainfully employed/admitted to graduate school.
Pillar #5: Advancement Activities Leveraged to Further University's Mission. Developing connections with employers and alumni enhances the University's ability to identify and secure funding from chemistry related sources.
Pillar #6: Engaged and Supportive Alumni. Developing our own connections with alumni perfectly aligns with the University's efforts.
Pillar #10: High-Valued Community Partner. Developing connections into the community is the only mechanism through which we can become highly valued.

Pillar of Success Supported
O High-Demand, Market-Driven Programs

○ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

○ Robust Student Experience

○ Graduates Who Are Gainfully Employed or Admitted to Graduate School

○ Advancement Activities Leveraged to Further the University's Mission

○ Engaged and Supportive Alumni

○ Financially Stable and Operationally Efficient

○ Facilities Positioned for Growth and Efficient Utilization

○ Employer of Choice

⊙ Highly-Valued Community Partner

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

Outcomes

Outcome 1

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Total number of network contact events. (How many network contact events?)

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

6 or more events per year

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

Performance Target for "Partially Met"

between 3-5 network contact events per year

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

Performance Target for "Not Met"

Less than 3 network contact events per year

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

Assessment Measure Used

Counted events

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

Frequency of Assessment

annually

Data Collected for this Timeframe (Results)

More than 10 events counted

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

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

3

Comments/Narrative

This is a new goal for us. We adopted the goal part-way through the academic year. We set a target of 6 as an arbitrary number. At present, we are unsure how to count events. As it turns out, we collectively do lots of events, but it is not always obvious whether to count a large compound event as multiple events or not.
However, we have clearly learned that 6 events is far too low to be a reasonable target.

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

Resources Needed to Meet/Sustain Results

Include estimate of cost.

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

Diversity of network contact events. (Are we contacting each network?)

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

All 5 networks are contacted

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

Performance Target for "Partially Met"

3 or 4 networks are contacted

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

Performance Target for "Not Met"

Less than 3 networks are contacted

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

Assessment Measure Used	**Frequency of Assessment**
counted	annually

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
We had contacts with all networks except graduate programs.	2

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

Comments/Narrative

We had contact events with all networks except graduate programs. Much like outcome #1, we don't yet really know how to count or consider these. We are learning.

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

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 3

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

Quality of network contact events. (Do we have meaningful network contacts?)

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

2 or more network contact events are considered meaningful based on program rubric to evaluate quality

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

Performance Target for "Partially Met"

1 network contact events are considered meaningful based on program rubric to evaluate quality

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

Performance Target for "Not Met"

No network contact events are considered meaningful based on program rubric to evaluate quality

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

Assessment Measure Used	**Frequency of Assessment**
counted event	annually

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

Capstone assignment).

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**

see below   2

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

Comments/Narrative

This outcome was put in to ensure that we strive for quality of what we do, not just quantity. We have not yet developed definitions for meaningful or an associated rubric. However, many of the events we did had significant network building capacity. The outcome of partially met is selected because certainly some of the things we did would be considered meaningful. However, without a working rubric, we can't effectively count them.
The choice of "2 meaningful" events is arbitrary.

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

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

This is our first round of working through this new goal. We believe building connections is important. Further, we already do lots of this type of stuff anyway. The purpose of this goal is two-fold. First, this goal causes us to think more broadly about our roles as it relates to the program. Working towards achieving this goal will benefit the program from a departmental standpoint as well as benefit those students in the program.
Second, we want to give ourselves credit for activities that we already do. Further, we want to encourage ourselves to do more of these types of things because of the potential benefits to the department, students, and to ourselves.

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

Changes Made/Proposed Related to Goal

This first year is a starting point. We need to better define how we count these, how to keep track of these activities, and how to classify them. Developing a rubric and tracking system is a key priority.

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

Upload Rubrics/Other Files
Please upload any rubrics or other documents used
for this goal.

Goal 3

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

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

Goal #3: Be proactive in recruitment
         Engaging with prospective students will help us recruit and enroll talented students into our programs

Pillar of Success Supported
○ High-Demand, Market-Driven Programs

⊙ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

○ Robust Student Experience

○ Graduates Who Are Gainfully Employed or Admitted to Graduate School

○ Advancement Activities Leveraged to Further the University's Mission

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Outcomes

Outcome 1

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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.

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Total number of program recruitment events

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

2 or more program recruitment events year

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

Performance Target for "Partially Met"

1 program recruitment events per year

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

Performance Target for "Not Met"

No program recruitment events per year

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

Assessment Measure Used	**Frequency of Assessment**
counted events	annually

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
see below. (At least 4)	3

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

Comments/Narrative

This is a new goal for us. We adopted the goal part-way through the academic year. We set a target of 2 as an arbitrary number. At present, we are unsure how to count events. As it turns out, we collectively do lots of events, but it is not always obvious whether to count a large compound event as multiple events or not.

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

Resources Needed to Meet/Sustain Results

Include estimate of cost.

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

Location diversity of program recruitment events

Timeframe for this Outcome

academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Both on and off-campus program recruitment events

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

Performance Target for "Partially Met"

Only one type of program recruitment event

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

Performance Target for "Not Met"

No program recruitment events

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

Assessment Measure Used	**Frequency of Assessment**
counted events	annually

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

Capstone assignment).

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**

| both on and off-campus events | 3 |

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

Comments/Narrative

This is outcome is quite easy to meet. It is simply to encourage us to both go out to the community and to also bring others to us.

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

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 3

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

Quality of program recruitment events

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

2 or more program recruitment events are considered meaningful based on program rubric to evaluate quality

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

Performance Target for "Partially Met"

1 program recruitment events are considered meaningful based on program rubric to evaluate quality

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

Performance Target for "Not Met"

No program recruitment events are considered meaningful based on program rubric to evaluate quality

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

Assessment Measure Used	**Frequency of Assessment**
counted events	annnually

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
see below	2

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

Comments/Narrative

This outcome was put in to ensure that we strive for quality of what we do, not just quantity. We have not yet developed definitions for meaningful or an associated rubric. However, a couple of the events we did had significant recruitment capacity. The outcome of partially met is selected because certainly some of the things we did would be considered meaningful. However, without a working rubric, we can't effectively count them.
The choice of "2 meaningful" events is arbitrary.

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

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 4

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

Participation in Admissions recruitment events

Timeframe for this Outcome

2017-2018

Ex. Academic Year 2017-2018

Performance Target for "Met"

program participates in all open houses and offers class space for all Bearcat for a day events

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

Performance Target for "Partially Met"

program participates in either all Open Houses or all Bearcat for a Day, but not both

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

Performance Target for "Not Met"

program does not participate in all Open Houses and does not participate in all Bearcat for a Day.

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

Assessment Measure Used	Frequency of Assessment
counted events	annually

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

Data Collected for this Timeframe (Results)

participated in all events

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

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

Comments/Narrative

This is outcome is easy to meet. It is simply to remind us of the importance of participating with university recruitment efforts.

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

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

This is our first round of working through this new goal. We believe proactive recruitment is important. This goal causes us to think more broadly about our roles as it relates to recruitment. Many of the activities we do have recruitment potential. Our programs have small numbers and so being able to bring in students, especially talented ones is important. This represents a significant shift in our approach to getting students, because before we had only been passive and have allowed the university to recruit students for us. We now recognize we should do more to help ourselves in this area and to work more closely with admissions.

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

Changes Made/Proposed Related to Goal

This first year is a starting point. We need to better define how we count these, how to keep track of these activities, and how to classify them. Developing a rubric and tracking system is a key priority.

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

Upload Rubrics/Other Files
Please upload any rubrics or other documents used for this goal.

Goal 4

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

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

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

Pillar of Success Supported

◉ High-Demand, Market-Driven Programs

○ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

○ Robust Student Experience

○ Graduates Who Are Gainfully Employed or Admitted to Graduate School

○ Advancement Activities Leveraged to Further the University's Mission

○ Engaged and Supportive Alumni

○ Financially Stable and Operationally Efficient

○ Facilities Positioned for Growth and Efficient Utilization

○ Employer of Choice

○ Highly-Valued Community Partner

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

Outcomes

Outcome 1

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

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

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

Performance Target for "Partially Met"

Not Applicable

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

Performance Target for "Not Met"

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

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

Assessment Measure Used	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
50.6	3

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

Comments/Narrative

see below

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

Resources Needed to Meet/Sustain Results

Include estimate of cost.

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

2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

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

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

Performance Target for "Partially Met"

Not Applicable

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

Performance Target for "Not Met"

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

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

Assessment Measure Used	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
7.8	1

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

Comments/Narrative

see below

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

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

While we easily met the productivity goal for total enrollment, our 5-year average for graduates is 7.8. This means that in the last 5 years we graduated 39 majors, instead of the required 40 majors.

In 2015-2016, we only produced 5 graduates. That year represents a low water mark that we have been building upon ever since. In the years since then, the number of graduates has been increasing 7 (2016-17), 7 (2017-18), 9 (2018-19). This academic year, we are on pace to graduate 11 or 12. Going forward, in looking at the enrollment data, the number of majors in our programs has increased dramatically since the low enrollment number. In fall in 2016, we had 38 majors in the program. In 2017, that number had risen to 58. In 2018, that number rose to 70. This represents a near doubling of students in the program in just over two years. Thus, we have lots of students in currently in the program who will start to graduate in the next few years.

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

Changes Made/Proposed Related to Goal

To increase our numbers, the program has increased options within the degree such as a forensics emphasis and a health sciences program. Further, the program has created goals related to increasing our networking with local schools and to become more proactive in recruitment.

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

Upload Rubrics/Other Files
Please upload any rubrics or other documents used for this goal.