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 "<u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Chemistry, B.S.

Submission Year
2020-2021

Assessment Coordinator Name
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Program Goal

Goal

Goal 1

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

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

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
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
2019-2020

Performance Target for "Met"
Average score on MFT is 50th percentile or higher

Performance Target for "Partially Met"
Average score on MFT between 25 and 49 percentile

Performance Target for "Not Met"
Average score on MFT below 25th percentile

Assessment Measure Used	**Frequency of Assessment**
Chemistry Major Field Test (MFT) published by ETS	MFT administered in every spring capstone course (PSCI 499)
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
No data was collected. Because of COVID and switch to entirely virtual instruction, we were not able to collect MFT data	1

Comments/Narrative
There are no results for this academic year for the MFT exams as we were not able to administer them because of COVID. However, we have 5 other assessments for this first program goal, so we were still able to have usable data even if we don't have this particular metric this year.

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
2019-2020

Performance Target for "Met"
above 2.0 on department rubrics (content questions)

Performance Target for "Partially Met"
between 1.5 and 1.9 on department rubrics (content questions)

Performance Target for "Not Met"
below 1.5 on department rubrics (content questions)

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Average presentation score was 2.88 for the 3 students that presented in December 2019. (Note: we were not able to collect data for the remaining students in spring of 2020 because of COVID.)	3

Comments/Narrative
Previous year score was 2.61.

This data is incomplete. Only 3 students were evaluated. However, for the students that were evaluated, we did meet our objective here. Evidence continues to indicate that research and internships are a valuable part of our program and should continue utilized.

Resources Needed to Meet/Sustain Results
None

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
2019-2020

Performance Target for "Met"
above 2.0 on department rubric (content questions)

Performance Target for "Partially Met"
between 1.5 and 1.9 on department rubric (content questions)

Performance Target for "Not Met"
below 1.5 on department rubric (content questions)

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
The average score for the 11 students on the content questions on rubric was 2.17	3

Comments/Narrative
In 2019, the score on this was only 2.12.

The students generally underperformed in 2020. The quality of presentation content was certainly lower this year.

In 2019, we had particularly weak students. In 2020, students were forced to finish the capstone course in virtual format. However, the general ability level of the students was somewhat higher in 2020, than in 2019. Thus, since the scores between the two years was quite similar, it seems as though the 2020 students underperformed. But, given the state of the coronavirus pandemic, perhaps this shouldn't be surprising.

Resources Needed to Meet/Sustain Results
None

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
2019-2020

Performance Target for "Met"
above 2.0 on department rubrics (presentation questions)

Performance Target for "Partially Met"
between 1.5 and 1.9 on department rubrics (presentation questions)

Performance Target for "Not Met"
below 1.5 on department rubrics (presentation questions)

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
average communication score was 2.56. (Note: this data is incomplete and only represents the 3 students that presented in December 2019. No presentations for research happened in the spring because of COVID.)	3

Comments/Narrative
As mentioned above, this data is incomplete. But the internships and research classes are still a good idea.

Resources Needed to Meet/Sustain Results
None

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
2019-2020

Performance Target for "Met"
Summary score on mock interiew evaluation forms above 2.0

Performance Target for "Partially Met"
Summary score on mock interiew evaluation forms between 1.5 and 1.9

Performance Target for "Not Met"
Summary score on mock interiew evaluation forms below 1.5

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)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Average was 2.36 for the 11 students	3

Comments/Narrative
Score in 2019 was 2.4. Thus, it was mostly unchanged from previous year. This happened prior to pandemic. Thus, perhaps the students really are about the same as the 2019 crop. Or… the mock interview process is a different beast than the senior seminar project. It is hard to know…

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.

Resources Needed to Meet/Sustain Results

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
2019-2020

Performance Target for "Met"
above 2.0 on department rubrics (presentation questions)

Performance Target for "Partially Met"
between 1.5 and 1.9 on department rubrics (presentation questions)

Performance Target for "Not Met"
below 1.5 on department rubrics (presentation questions)

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Average score for 11 students was 2.41	3

Comments/Narrative
In 2019, the average score was 2.34. In fact, the 2020 score was the second highest score (only behind 2.55 in 2018) over the last 5 years of data collection.

However, the presentations were given in a webinar-type format as opposed to the traditional in-person presentation. Because of the very different nature of the presentation format that happened in response to the coronavirus pandemic, little can be inferred as it relates to other years.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
This was our second year using this particular Goal #1. It 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 2018 and before. Further, because of the unprecedented disruptions associated with COVID-19, it is incredibly difficult to compare the results from the 2018-2019 academic year to this current year.

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 "not met" learning outcome which was related to our inability to collect MFT data during the spring because of COVID-19.

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.

Changes Made/Proposed Related to Goal
Scientific Communications: We have been examining scientific communications as it relates to a series of lower-level 1-hour seminar courses. We are currently debating whether or not the lower-level courses are truly making an impact on student's communication ability.

Spring of 2021 will be the first year in which all students taking in the senior capstone course will have experienced the lower-level communications seminars.

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. We plan to use the MFT exams again this year.

Upload Rubrics/Other Files
departmental goals - summary.docx

mock interview resume coverletter results 2020.xlsx

research poster rubrics 19-20.xlsx

senior seminar presentations spring 2020.xlsx

summary of student presentation for department
meeting 23 sept 2020.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
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
Highly-Valued Community Partner

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
2019-2020

Performance Target for "Met"
6 or more events per year

Performance Target for "Partially Met"
between 3-5 network contact events per year

Performance Target for "Not Met"
Less than 3 network contact events per year

Assessment Measure Used
Counted events

Frequency of Assessment
annually

Data Collected for this Timeframe (Results)
More than 10 events counted

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

Comments/Narrative
This remains a relatively new goal for us. 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. We are still refining this particular outcome.

Resources Needed to Meet/Sustain Results
none

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
2019-2020

Performance Target for "Met"
All 5 networks are contacted

Performance Target for "Partially Met"
3 or 4 networks are contacted

Performance Target for "Not Met"
Less than 3 networks are contacted

Assessment Measure Used

Frequency of Assessment

counted	annually

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

Comments/Narrative

As with the previous year, 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 and we still need to refine this particular outcome. For the 2020-2021 year, our newly formed assessment committee will focus its attention on goal #2, with a particular emphasis on connecting to our alumni. Building connections with out alumni will also likely help us connect with local employers and local graduate schools.

Resources Needed to Meet/Sustain Results

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
2019-2020

Performance Target for "Met"
2 or more network contact events are considered meaningful based on program rubric to evaluate quality

Performance Target for "Partially Met"
1 network contact events are considered meaningful based on program rubric to evaluate quality

Performance Target for "Not Met"
No network contact events are considered meaningful based on program rubric to evaluate quality

Assessment Measure Used | **Frequency of Assessment**

counted event	annually

Data Collected for this Timeframe (Results)
see below

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

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.

We were excited about one particular event, a local STEM festival that involves roughly 2000 attendees. And we would have certainly considered this event as a high quality event. Unfortunately, that event was one of the many event causualties from COVID-19.

The choice of "2 meaningful" events is arbitrary.

Resources Needed to Meet/Sustain Results
none

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
This is our second round of working through this new goal and this goal and its outcomes remain a work in progress. 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.

Changes Made/Proposed Related to Goal
We have created an assessment committee (rather than a single person) to look more deeply at the yearly assessment data. We recognize that both this goal and goal #3, and the associated outcomes need work to become more robust and useful to the department. As of September 2020, the committee wants to focus most of its efforts on looking into improving the connections to our alumni.

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
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
Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

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 program recruitment events

Timeframe for this Outcome
2019-2020

Performance Target for "Met"
2 or more program recruitment events year

Performance Target for "Partially Met"
1 program recruitment events per year

Performance Target for "Not Met"
No program recruitment events per year

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

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

Comments/Narrative
We need to refine this objective. 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.

We are unsure how COVID and the ability to meet with others will impact this outcome this year.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Location diversity of program recruitment events

Timeframe for this Outcome
2019-2020

Performance Target for "Met"
Both on and off-campus program recruitment events

Performance Target for "Partially Met"
Only one type of program recruitment event

Performance Target for "Not Met"
No program recruitment events

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
both on and off-campus events	3

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. We are unsure of what will happen with this goal this school year because of the challenges of COVID.

Resources Needed to Meet/Sustain Results
none

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
2019-2020

Performance Target for "Met"
2 or more program recruitment events are considered meaningful based on program rubric to evaluate quality

Performance Target for "Partially Met"
1 program recruitment events are considered meaningful based on program rubric to evaluate quality

Performance Target for "Not Met"
No program recruitment events are considered meaningful based on program rubric to evaluate quality

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

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

Comments/Narrative
We need to refine this outcome, which 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. We made no progress on refining this outcome during the 2019-2020 year.

Resources Needed to Meet/Sustain Results
none

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
2019-2020

Performance Target for "Met"
program participates in all open houses and offers class space for all Bearcat for a day events

Performance Target for "Partially Met"
program participates in either all Open Houses or all Bearcat for a Day, but not both

Performance Target for "Not Met"
program does not participate in all Open Houses and does not participate in all Bearcat for a Day.

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

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

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

Resources Needed to Meet/Sustain Results
none

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
This was our second attempt at using this 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.

Changes Made/Proposed Related to Goal
This goal is still a work in progress. 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. As this goal (and also goal #2) is a new conceptual idea for us, it is taking us some time to really adopt the mindset shift into what this goal really means.

We have established a committee to consider assessment issues more deeply (rather than the single person collecting data) with the intent to improve both this goal and its associated outcomes. As of September 2020, the committee wants to focus it's attention and efforts into improving Goal #2 before improving this one. So while minor tweaks and improvements on these outcomes may happen in the 2020-2021 school year, it is not likley that major improvements on goal #3 will occur in the next 12 months.

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
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
2019-2020

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
54.6	3

Comments/Narrative
see below

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Completions (Degrees Awarded)

Timeframe for this Outcome

2019-2020

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

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

Comments/Narrative
see below

Resources Needed to Meet/Sustain Results

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), 11 (2019-2020). Further, even after the impact of COVID, for this academic year, we are still on pace to graduate 9 or 10. 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.

Unless another unforeseen major catastrophe hits, we will meet this goal in next year's report.

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.

Upload Rubrics/Other Files