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
Interdisciplinary Studies, BS/BA

Submission Year
2020-2021

Assessment Coordinator Name
Lillian Craton

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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
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
2019-20

Performance Target for "Met"
Using a five-year rolling average, the number of students enrolled in the major for a Baccalaureate program is greater than or equal to 12.5.

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 for a Baccalaureate program is less than 12.5.

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)**
21.8	3

Comments/Narrative
Enrollment in IDS remains strong and has increased slightly from the previous year. Going forward, new emphasis options will need development to maintain that strength; one of the most popular emphases within IDS will be replaced by a dedicated major in 2020-21, so we expect a dip in enrollment at that time.

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
2019-20

Performance Target for "Met"
Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is greater than or equal to 8.

Performance Target for "Partially Met"
Not applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is less than 8.

Assessment Measure Used	**Frequency of Assessment**
Enrollment and Graduated data extracted from Banner	annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
13.4	3

Comments/Narrative
Completion of the IDS program remains strong and increased slightly from the previous year.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
One of the purposes of the IDS program is to allow customized majors to be developed in response to both individual students' needs as well as changes in the workforce. As a result, a successful IDS emphasis may be developed into a stand-alone major if it attracts a healthy number of students. This development has led to creation the Health Promotion emphasis in the School of Nursing as a non-IDS program. We expect a drop in IDS enrollment as these students transition over to the new major. In order to thrive, IDS requires innovative new emphasis options to be developed, something that will need to be a priority to maintain the program.

Changes Made/Proposed Related to Goal
Though we have not proposed any new IDS emphases in 2020 yet, we hope to hold interest sessions and open advisement sessions for prospective students once the COVID pandemic eases and gatherings become more feasible.

Upload Rubrics/Other Files

Goal 2

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

Program Goal
Students will demonstrate the ability to understand, analyze, and evaluate information and practices from their academic fields.

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
Students will demonstrate understanding, analysis, and evaluation of published research within their fields of study.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Average score for the IDS 499 research assignments will be 85% or higher.

Performance Target for "Partially Met"
Average score for the IDS 499 research assignments will be 70% or higher.

Performance Target for "Not Met"
Average score for the IDS 499 research assignments will be below 70%.

Assessment Measure Used	Frequency of Assessment
Average score for research assignment sequence in IDS 499	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
80.33	2

Comments/Narrative
This data represents the average grades (expressed as percentage) of research activities within the IDS 499 senior capstone course. That assignment sequence was simplified in 2019-20, and the scores increase substantially while remaining in the "partially met" range. Beginning in Fall 2020, graduating IDS students will submit a portfolio and complete an exit interview that will be scored both by the IDS 499 instructor as well as outside reviewers. Both of those will include opportunities to demonstrate understanding of published research within the disciplines.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
The IDS program is currently in transition, and the data collected for this reporting period was more holistic than is ideal.
For the 2020-21 academic year, we will be adding an additional outcome that reflects students' ability to design a line of inquiry or research project using the academic practices of their discipline.

Changes Made/Proposed Related to Goal
Beginning in 2020-21, as the IDS classes transition to new faculty and different administrative oversight, external scoring and collection of detailed rubrics for IDS 499 capstone exit interviews and portfolio materials will be implemented, allowing a more granular assessment of students' understanding and analysis. This will include at least one additional outcome, as mentioned in the goal summary.

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 communicate effectively about their interdisciplinary academic experience as it relates to professional goals.

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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
Students will articulate their qualifications and career goals with strong oral communication skills.

Timeframe for this Outcome
Academic Year 2019-20

Performance Target for "Met"
Average score for the IDS 499 oral communication assignments is 85% or higher.

Performance Target for "Partially Met"
Average score for the IDS 499 oral communication assignments is 70% or higher.

Performance Target for "Not Met"
Average score for the IDS 499 oral communication assignments is less than 70%.

Assessment Measure Used	**Frequency of Assessment**
Average score for IDS 499 mock interview and presentation activities	Annual

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
85.1	3

Comments/Narrative
The scores in this area increased somewhat from last year, crossing narrowly into the "met" range. This data represents the average grades (expressed as percentage) of a series of activities within the IDS 499 senior capstone course: a mock interview and career-focused class presentation. That assignment sequence was simplified in 2019-20, and the assignment and data collection procedure will go through further revision in 2020-21, so the data collected for this goal will look different in future. Beginning in Fall 2020, students will conduct an exit interview and mock job interview at the conclusion of IDS 499 that will be scored by both the instructor and outside reviewers with an assessment rubric separate from course grades.

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?
Student Learning Outcome

Enter Outcome
Students will articulate their qualifications and career goals with strong written communication skills.

Timeframe for this Outcome
Academic Year 2019-20

Performance Target for "Met"
Average score for the IDS 499 professional writing activities is 85% or higher.

Performance Target for "Partially Met"
Average score for the IDS 499 professional writing activities is 70% or higher.

Performance Target for "Not Met"
Average score for the IDS 499 professional writing activities is below 70%.

Assessment Measure Used	Frequency of Assessment
Average score for three IDS 499 activities	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
94.8	3

Comments/Narrative
Scores were unusually high this year and may be an aberration. This data represents the average grades (expressed as percentage) of a series of three activities within the IDS 499 senior capstone course. The class and data collection procedure are undergoing significant revision in 2020-21. The new assessment model will include student portfolios of academic and professional writing that are evaluated by both the instructor and outside reviewers with an assessment rubric separate from course grades.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
The program is successfully meeting this goal, based on current assessment measures. However, the IDS program is currently in transition, and the data collected for this reporting period was more holistic than is ideal.

Changes Made/Proposed Related to Goal

Beginning in 2020-21, as the IDS classes transition to new faculty and administrative oversight, external scoring and collection of detailed rubrics for IDS 499 capstone exit interviews/mock job interviews and portfolio materials will be implemented, allowing a more granular assessment of students' success with different forms of communication.

Upload Rubrics/Other Files