

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".

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Academic Program

Chemistry, B.S.

Submission Year

2021-2022

Assessment Coordinator Name

David Gardner

Enter Assessment Coordinator Email

dgardner@lander.edu

Program Goal

Goal

Goal 1

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

Program Goal

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

2020-2021

Performance Target for "Met"

Average score on MFT is 50th percentile or higher.

Performance Target for "Partially Met"

Average score on MFT between 25th and 49th percentile.

Performance Target for "Not Met"

Average score on MFT is below 25th percentile.

Assessment Measure Used

Chemistry Major Field Test (MFT) published by ETS.

Frequency of Assessment

MFT administered in every spring in capstone course (PSCI 499).

Data Collected for this Timeframe (Results)

Average percentile score for the 10 students was 29th percentile.

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

2

Comments/Narrative

We have used the MFT for many years as it is nationally normed. However, it is an overall exam at the very end of the program. Thus, it can sometimes be nearly 3 years since a student will have learned a concept that is covered on this exam. This causes difficulty because while these data are easily collected, it is not clear how to use them to improve the program as the only percentile information is now associated with the overall score, not the individual subsections. Further, there is extreme variation in student performance. For example this year, we had one student score in the 96th percentile and one score in the 1st percentile. Clearly, the program can do a great job of preparing talented students (as indicated by the 96th percentile) and sometimes weak students can score at the lowest possible levels on the test. (and it is impossible to know whether or not that student took the test seriously)

As mentioned in previous years, one alternative to this is to assess students using the series of discipline exams provided by the American Chemical Society (ACS). But this would require a significant shift in how the department thinks about program assessment. At this time, there is insufficient interest in making this shift. So we continue to keep the MFT.

Resources Needed to Meet/Sustain Results

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

Explanation of How Resources Will Be Used

NA

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 undergraduate research and on internships.

Timeframe for this Outcome

2020-2021

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

Departmental rubric for research/internships

Frequency of Assessment

End of every semester in which students enroll in a research class or an internship.

Data Collected for this Timeframe (Results)

Average rubric content score was 2.40.

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

3

Comments/Narrative

We met our target for this outcome. Evidence continues to indicate that research and internships are a valuable part of our program and should continue to be utilized. However, because of the massive disruption associated with COVID, it is difficult to make any comparison of this years data with previous non-pandemic semesters.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

NA

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

2020-2021

Performance Target for "Met"

Summary score above 2.0 on seminar evaluation form (content questions).

Performance Target for "Partially Met"

Summary score between 1.5 and 1.9 on seminar evaluation form (content questions).

Performance Target for "Not Met"

Summary score below 1.5 on seminar evaluation form (content questions).

Assessment Measure Used

Content-related items from seminar evaluation form of senior seminar presentations.

Frequency of Assessment

Every spring in capstone course (PSCI 499).

Data Collected for this Timeframe (Results)

The average score for the 10 students on the content questions on rubric was 2.5

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

3

Comments/Narrative

Based on work with the assessment committee and introducing a new instructor in the senior seminar class, we made adjustments to the senior seminar process, both in the actual seminar presentation event and in the evaluation. These changes were made largely in response to dealing with the pandemic-related challenges in which we held multiple simultaneous presentations presented in a hybrid (online/in-person) format. So, while the actual number does not directly correlate to previous years, the overall presentations remained good and the overall result was that we met our target for this outcome.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

NA

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

2020-2021

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

Departmental rubric for research/internship.

Frequency of Assessment

End of every semester in which students enroll in a research class or an internship.

Data Collected for this Timeframe (Results)

Average communication score was 2.61.

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

3

Comments/Narrative

We met our target for this outcome. Evidence continues to indicate that research and internships are a valuable part of our program and should continue to be utilized. However, because of the massive disruption associated with COVID, it is difficult to make any comparison of this years data with previous non-pandemic semesters.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

NA

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 a good mock interview.

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

Summary score on mock interview evaluation forms above 2.0.

Performance Target for "Partially Met"

Summary score on mock interview evaluation forms between 1.5 and 1.9.

Performance Target for "Not Met"

Summary score on mock interview evaluation forms below 1.5.

Assessment Measure Used

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).

Frequency of Assessment

Every spring in capstone course (PSCI 499).

Data Collected for this Timeframe (Results)

Average was 2.80 for the 10 students.

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

3

Comments/Narrative

Our students do very well with communication in the mock interview format. Nine of the 10 students did an excellent job, with only one of them being below acceptable.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

NA

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 their senior seminar well.

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

Summary score above 2.0 on seminar evaluation forms (presentation items).

Performance Target for "Partially Met"

Summary score between 1.5 and 1.9 on seminar evaluation forms (presentation items).

Performance Target for "Not Met"

Summary score below 1.5 on seminar evaluation forms (presentation items).

Assessment Measure Used

Presentation-related items from evaluation form of senior seminar presentations.

Frequency of Assessment

Every spring in capstone course (PSCI 499).

Data Collected for this Timeframe (Results)

Average score for 10 students was 2.5.

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

3

Comments/Narrative

Based on work with the assessment committee and introducing a new instructor in the senior seminar class, we made adjustments to the senior seminar process, both in the actual seminar presentation event and in the evaluation. These changes were made largely in response to dealing with the pandemic-related challenges in which we held multiple simultaneous presentations presented in a hybrid (online/in-person) format. So, while the actual number does not directly correlate to previous years, the overall presentations remained good and the overall result was that we met our target for this outcome.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

NA

Goal Summary

Goal Summary/Comments

This was our third year using this particular Goal #1. It combines many things we had previously tracked into a single 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 yearly results with the last couple of cycles.

We are doing a good job of preparing students with the content knowledge and communication skills 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.

Changes Made/Proposed Related to Goal

While all of the individual outcomes have remained unchanged, how we managed and collected the data has been forced to be adapted in light of the logistical challenges associated with the pandemic. In particular, we rely heavily on student performance in presentations of a senior seminar project, a mock interview project, and research/internship experiences. The situations surrounding these experiences in the spring of 2020 and 2021 have been unique. Thus, other than the fact that our students are still doing well on these metrics, it is impossible to draw any meaningful conclusions from the data for the last two years.

Upload Rubrics/Other Files

MFT summary v2.0.xlsx

research poster rubrics -submit 2020-2021.xlsx

summary of senior seminar 2021.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.

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 to 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 with 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

2020-2021

Performance Target for "Met"

Six or more events per year.

Performance Target for "Partially Met"

Between three and five network contact events per year.

Performance Target for "Not Met"

Less than three network contact events per year.

Assessment Measure Used

Counted events

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

See below

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

1

Comments/Narrative

Because of the challenges associated with the COVID pandemic and trying to organize gatherings of people, we focused our efforts on our primary task of teaching students in our classrooms. We put no effort into Department-led network building efforts.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

NA

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

2020-2021

Performance Target for "Met"

All five networks are contacted.

Performance Target for "Partially Met"

Three or four networks are contacted.

Performance Target for "Not Met"

Less than three networks are contacted.

Assessment Measure Used

Counted

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

We had some virtual contacts with alumni.

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

1

Comments/Narrative

Because of the challenges associated with the COVID pandemic, we focused our efforts on our primary task of teaching students in our classrooms. We put no effort into Department-led network building efforts.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

NA

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

2020-2021

Performance Target for "Met"

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

Performance Target for "Partially Met"

One network contact event is 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

Counted events

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

See below.

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

1

Comments/Narrative

Because of the challenges associated with the COVID pandemic, we focused our efforts on our primary task of teaching students in our classrooms. We put no effort into department-led network building efforts.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

NA

Goal Summary

Goal Summary/Comments

Network building in the face of COVID is daunting. Last year, we created an assessment committee to look at assessment data and decided to focus on increasing our connection with alumni. We were able to involve alumni in the senior seminar class and did make some progress on this one specific item. However, as an overall goal, we made little progress towards these goals as all of our efforts went towards addressing the challenges of regular teaching during the pandemic.

Changes Made/Proposed Related to Goal

As we hopefully emerge from the pandemic, we hope to be able to refocus some of our attention on this goal. It is likely that once again, the assessment committee will focus on improving and refining this goal before we turn our attention to Goal #3.

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

2020-2021

Performance Target for "Met"

Two or more program recruitment events per year.

Performance Target for "Partially Met"

One program recruitment event per year.

Performance Target for "Not Met"

No program recruitment events during the year.

Assessment Measure Used

Counted events

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

See below.

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

1

Comments/Narrative

Because of the challenges associated with the COVID pandemic, we focused our efforts on our primary task of teaching students in our classrooms. We put no effort into department-led recruitment efforts.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

NA

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

2020-2021

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

Counted events

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

See below.

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

1

Comments/Narrative

Because of the challenges associated with the COVID pandemic, we focused our efforts on our primary task of teaching students in our classrooms. We put no effort into department-led recruitment efforts.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

NA

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

2020-2021

Performance Target for "Met"

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

Performance Target for "Partially Met"

One program recruitment event is 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

Counted events

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

See below

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

1

Comments/Narrative

Because of the challenges associated with the COVID pandemic, we focused our efforts on our primary task of teaching students in our classrooms. We put no effort into department-led recruitment efforts.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

NA

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

2020-2021

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 events, but not both.

Performance Target for "Not Met"

Program does not participate in Open Houses and does not participate in Bearcat for a Day events.

Assessment Measure Used

Counted events

Frequency of Assessment

Annually

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

Participated in all events

3

Comments/Narrative

This 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

N/A

Goal Summary

Goal Summary/Comments

This was our third attempt at using this goal. In principle, we continue to believe that proactive recruitment is important. However, because of the uncertainty surrounding COVID, we made no effort related to having Department-led recruitment events in 2020-2021. (Although we still actively participate in University-led efforts such as Open House and Bearcat for a Day.)

Changes Made/Proposed Related to Goal

This goal is still a work in progress. There is much to be done with it to make it effective. For example, 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 would be 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.

Based on our lack of progress on this over the last couple of year (especially in light of the COVID pandemic), we will want to rethink if we desire to keep this as a current goal.

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

2020-2021

Performance Target for "Met"

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

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

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

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

62

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

3

Comments/Narrative

See below.

Resources Needed to Meet/Sustain Results

N/A

Explanation of How Resources Will Be Used

N/A

Outcome 2

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

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

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

employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

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

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

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

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

9.2

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

3

Comments/Narrative

See below.

Resources Needed to Meet/Sustain Results

N/A

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Last year, we did not meet the goal related to degree completion as our average completion was only 7.8 and not the required 8.0. However, as expected the number of majors that we graduate is increasing. Graduation number is a lagging indicator compared to program enrollment. Our enrollment numbers have grown over the last 5 years and continue to be strong. Thus, this past year our average degree completion number jumped up to 9.2. And based on the trend in enrollment numbers, we expect the completion number to continue to trend upwards.

Changes Made/Proposed Related to Goal

Currently, we have no proposed changes specifically related to program productivity. The COVID pandemic impact on the educational preparation for our incoming students is not yet clear. Further, we

are not yet sure how the pandemic will impact broader trends related to students seeking higher education and careers in the sciences. However, the enrollment numbers for the University as a whole continue to increase, so we are cautiously optimistic that our productivity numbers in chemistry will stay healthy.

Thus, we will continue to monitor the situation to see what, if any, impact COVID has on our program numbers.

Upload Rubrics/Other Files

Dean's Email Address

dslimmer@lander.edu

Approved by Dean?

Signature of Dean

Comments from Dean's Review