

Academic Program Assessment Report

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

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

Be sure to SAVE your progress as you work!

Academic Program

Chemistry, B.S.

Submission Year

2022-2023

Assessment Coordinator Name

Albert Dukes

Enter Assessment Coordinator Email

adukes@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

2021-2022

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 12 students was 40th 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.

As mentioned in previously, the American Chemical Society (ACS) provides a series of content exams that can be given at the end of a course. At this time, our plan is that 2022-2023 will be the last year we use the MFT, to be replaced with these ACS exams.

Resources Needed to Meet/Sustain Results

We will need funding to purchase ACS exams across all disciplines of chemistry. We will also need to work with administration to resolve the logistical challenges needed to administer the exams outside of the regularly scheduled lecture times. (The exams are longer than the standard lecture length)

Explanation of How Resources Will Be Used

Exams will be purchased for each student enrolled. To give exams for the students enrolled in all of the possible courses will cost \$1415.30. (This includes shipping)

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

2021-2022

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 2.42

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, we are rethinking how we collect data for this outcome. Students are increasingly likely to present away from campus making it difficult for large numbers of faculty to assess student performance. We are looking into alternate ways to assess this.

Resources Needed to Meet/Sustain Results

At this point, we don't know what we would need to improve the data collection on this.

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

2021-2022

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 12 students on the content questions on rubric was 2.48

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

3

Comments/Narrative

Over the last few years, we have been making changes to improve various aspects of the senior seminar class (and some of the changes were in response to pandemic related challenges). We are attempting to create a conference-like atmosphere for the students and hold a large event for them on a Saturday in a late April for them to give their presentations.

Overall, the scores on this outcome continue to remain good.

Resources Needed to Meet/Sustain Results

Money (\$375) to enhance the ability of the department to create this conference like atmosphere.

Explanation of How Resources Will Be Used

To provide refreshments and their invited guests for the day-long conference event at which their presentations are given.

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

2021-2022

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 2.63.

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, we are rethinking how we collect data for this outcome. Students are increasingly likely to present away from campus making it difficult for large numbers of faculty to assess student performance. We are looking into alternate ways to assess this.

Resources Needed to Meet/Sustain Results

At this point, we don't know what we would need to improve the data collection on this.

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

2021-2022

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 2.50 for the 12 students.

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

3

Comments/Narrative

Most students do very well with communication in the mock interview format. Ten of the 12 students did an excellent job. Two of the students did very poorly. Clearly, the mock interview is important because it provides students a safe environment for students their strengths and weaknesses while interviewing.

Resources Needed to Meet/Sustain Results

Outside volunteers from local industry. Their perspectives will help provide a more realistic scenario for the students, and will improve the quality of the feedback students receive.

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

2021-2022

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 12 students was 2.57

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

3

Comments/Narrative

Over the last few years, we have been making changes to improve various aspects of the senior seminar class (and some of the changes were in response to pandemic related challenges). We are attempting to create a conference-like atmosphere for the students and hold a large event for them on a Saturday in a late April for them to give their presentations.

Overall, the scores on this outcome continue to remain good.

Resources Needed to Meet/Sustain Results

Money (\$375) to enhance the ability of the department to create this conference like atmosphere.

Explanation of How Resources Will Be Used

To provide refreshments and their invited guests for the day-long conference event at which their presentations are given.

Goal Summary

Goal Summary/Comments

This was our fourth 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 of this, 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. However, this year's results align well compared to last year (2020-2021).

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.

Changes Made/Proposed Related to Goal

We have two challenges that we are working on. First, we plan to move away from the MFT after the next academic year (2022-2023) to be replaced with the ACS exams given after each associated course. Second, we need to rethink how we collect data related to student presentations of research/internships as students are increasingly presenting their work away from Lander's campus.

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

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

2021-2022

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

We did not meet this outcome and plan to replace this goal in the next cycle.

Resources Needed to Meet/Sustain Results

None. We are getting rid of this goal

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

2021-2022

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

We did not meet this outcome and plan to replace this goal in the next cycle.

Resources Needed to Meet/Sustain Results

none. We plan to replace this goal

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

2021-2022

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

We did not meet this outcome and plan to replace this goal in the next cycle.

Resources Needed to Meet/Sustain Results

None. we plan to replace this goal

Explanation of How Resources Will Be Used

NA

Goal Summary

Goal Summary/Comments

We developed this goal shortly before COVID. However, we never fully embraced it. At this point, based on the results for the last few years, we put no emphasis in actually achieving these goals. We will use the 2022-2023 as a time to figure out a new goal to replace this one.

Changes Made/Proposed Related to Goal

We plan to eliminate this goal and will use the 2022-2023 academic year to develop a new one.

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

2021-2022

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

We did not meet this outcome and plan to replace this goal in the next cycle.

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

2021-2022

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

We did not meet this outcome and plan to replace this goal in the next cycle.

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

2021-2022

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

We did not meet this outcome and plan to replace this goal in the next cycle.

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

2021-2022

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)

Participated in all events

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

3

Comments/Narrative

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

We plan to replace this goal in the next cycle.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

We developed this goal shortly before COVID. However, we never fully embraced it. At this point, based on the results for the last few years, we put no emphasis in actually achieving these goals. We will use the 2022-2023 as a time to figure out a new goal to replace this one.

Changes Made/Proposed Related to Goal

We plan to eliminate this goal and will use the 2022-2023 academic year to develop a new one.

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

2021-2022

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)
67

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
2021-2022

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)

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

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

Two years ago, 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. Last year our average degree completion number jumped up to 9.2. This year, our number increased again to 10.0. 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

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address

dslimmer@lander.edu

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.