

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

Interdisciplinary Studies, BS/BA

Submission Year

2021-2022

Assessment Coordinator Name

Lillian Craton

Enter Assessment Coordinator Email

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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

2020-2021

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

Enrollment and graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

19.6

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

3

Comments/Narrative

Enrollment in IDS remains strong but decreased 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 was replaced by a dedicated major in 2020-21, so we saw an expected dip in enrollment at that time. A new emphasis and new procedures for enrolling students in the program are currently being evaluated as ways to assist in continuing to meet this goal.

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.

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

2020-2021

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

Enrollment and Graduated data extracted from Banner

Frequency of Assessment

annually

Data Collected for this Timeframe (Results)

13.0

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

3

Comments/Narrative

Completion rate of the IDS program remains comparable to 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 led to creation the Health Promotion emphasis in the School of Nursing as a non-IDS program. We saw a drop in IDS enrollment as these students transitioned 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

We have our first new emphasis in several years (Therapeutic Horsemanship + Business) entering the approval process in fall 2021. We are also exploring a restructuring of the approval process for new emphases to speed up a students' ability to design a new IDS program.

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 gain the ability to understand, analyze, and evaluate scholarship/research from their academic fields.

Pillar of Success Supported

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Outcomes

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

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will convey an understanding of an in-depth research topic within their chosen disciplines.

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

The average portfolio score for "Understanding of Research" (based on research poster and accompanying presentation) is 2.5 to 3.0.

Performance Target for "Partially Met"

The average portfolio score for "Understanding of Research" (based on research poster and accompanying presentation) falls between 1.5 and 2.5.

Performance Target for "Not Met"

The average portfolio score for "Understanding of Research" (based on research poster and accompanying presentation) falls below 1.5.

Assessment Measure Used

The senior portfolio submitted by all students completing IDS 499. The portfolio contains 2+ artifacts relevant to each outcome: a research poster, recorded poster presentation, recorded

Frequency of Assessment

Annually

mock job interview, educational autobiography, and IDS definition essay.

Portfolios were scored by both the IDS 499 professor and an outside reviewer unfamiliar with the students. Each outcome was scored using the attached rubric, based on the success of the relevant artifacts in the portfolio.

Data Collected for this Timeframe (Results)
Average portfolio "Understanding of Research" score of 2.79 (out of 3)

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

Comments/Narrative

We are delighted with the success of our students in their first year of required participation in the Academic Symposium's research poster session. Both the research poster and the accompanying recorded presentation were included in their portfolios. Preparation for this activity was a major focus of IDS 499, and the students exceeded expectations. Although not every student fully met the desired outcome, all of them succeeded partially or fully.

Resources Needed to Meet/Sustain Results

The Academic Symposium will need to continue as a Lander tradition.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

This was our first year assessing portfolios and applying our new rubric. The experiment of asking all IDS seniors to present at the Academic Symposium was very successful; we will be making this a regular part of the IDS 499 class moving forward. The added stakes of an audience motivated students to invest in their research projects and to convey their knowledge to a diverse audience.

Changes Made/Proposed Related to Goal

-Based on the success of this initial trial, we will continue to use the Academic Symposium as an anchor event for the IDS 499 research project.

-Now that we have some experience with this assessment model, we will seek ways to make our data more granular and meaningful as we continue to fine-tune our process. In particular, we regretted not recording separate scores for verbal and written communication of the understanding of research, which would have been useful for determining how to allocate time in future IDS 499 classes. We will aim to break that into two separate outcomes/scores next year.

-In the future, we may try to integrate assessment scoring for this goal within the judging process for Academic Symposium "judge's choice" awards rather than using a recording. Since our judges are typically Lander's academic librarians who do not know the students, they are unbiased and well-qualified to evaluate student achievement.

Upload Rubrics/Other Files

IDS assessment rubrics.docx

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 education and their professional skills and goals.

Pillar of Success Supported

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Outcomes

Outcome 1

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

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 effective oral communication skills when speaking about their major, disciplinary practices, and professional goals.

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

Average portfolio score for "Verbal Communication" is 2.5 to 3.0.

Performance Target for "Partially Met"

Average portfolio score for "Verbal Communication" is 1.5 to 2.5.

Performance Target for "Not Met"

Average portfolio score for "Verbal Communication" is below 1.5.

Assessment Measure Used

The senior portfolio submitted by all students completing IDS 499. The portfolio contains 2+ artifacts relevant to each outcome: a research poster, recorded poster presentation, recorded mock job interview, educational autobiography, and IDS definition essay. Portfolios were scored by both the IDS 499 professor and an outside reviewer unfamiliar with the students. Each outcome was scored using the

Frequency of Assessment

Annual

attached rubric, based on the success of the relevant artifacts in the portfolio.

Data Collected for this Timeframe (Results)
2.66

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

Comments/Narrative

Although we are assessing this outcome using a different process and rubric, students continue to narrowly achieve the "Met" threshold on this goal, which was the case in the previous two years. While we are pleased that our students continue to be fairly successful communicators, we would like to see some growth in this area in coming years.

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 demonstrate effective written communication skills when writing about their major, disciplinary practices, and professional goals.

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

Average portfolio score for "Written Communication" is 2.5 to 3.

Performance Target for "Partially Met"

Average portfolio score for "Written Communication" is 1.5 to 2.5.

Performance Target for "Not Met"

Average portfolio score for "Written Communication" is below 1.5.

Assessment Measure Used

The senior portfolio submitted by all students completing IDS 499. The portfolio contains 2+

Frequency of Assessment

Annually

artifacts relevant to each outcome: a research poster, recorded poster presentation, recorded mock job interview, educational autobiography, and IDS definition essay.

Portfolios were scored by both the IDS 499 professor and an outside reviewer unfamiliar with the students. Each outcome was scored using the attached rubric, based on the success of the relevant artifacts in the portfolio.

Data Collected for this Timeframe (Results)
2.62

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

Comments/Narrative

Students narrowly met this outcome. We are cautiously pleased but hope to see growth in the future. Almost all IDS 101 and 499 assignments emphasize communication skills as a key focus. However, because students take only 6 credit hours in IDS classes, we have limited class time to develop their writing skills. As a result, this score reflects the writing instruction and feedback students received throughout their time at Lander. This outcome thus reflects not just the use of class time in IDS classes but also whether the IDS emphases themselves are designed with the necessary level of rigor that reinforces students' writing ability and other core academic skills.

This outcome may also reflect the quality of students drawn to IDS program. If IDS functions only as a degree-completion program for struggling students rather than as a program of choice, the program will perform poorly in measurements of core academic skills such as writing. As we reconsider the way in which IDS emphases are approved, this outcome will help us evaluate whether or not a new process is preserving the program's rigor.

As we add nuance to our new assessment model, we may seek other data sources that add insight for the distinct implications of this outcome.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 3

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will effectively communicate the value of interdisciplinary scholarship and the skills gained

through the IDS major and chosen emphasis.

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

Average portfolio score for "Understanding of Interdisciplinary Scholarship" is 2.5 to 3.

Performance Target for "Partially Met"

Average portfolio score for "Understanding of Interdisciplinary Scholarship" is 1.5 to 2.5.

Performance Target for "Not Met"

Average portfolio score for "Understanding of Interdisciplinary Scholarship" is below 1.5.

Assessment Measure Used

The senior portfolio submitted by all students completing IDS 499. The portfolio contains 2+ artifacts relevant to each outcome: a research poster, recorded poster presentation, recorded mock job interview, educational autobiography, and IDS definition essay. Portfolios were scored by both the IDS 499 professor and an outside reviewer unfamiliar with the students. Each outcome was scored using the attached rubric, based on the success of the relevant artifacts in the portfolio.

Frequency of Assessment

Annual

Data Collected for this Timeframe (Results)

2.79

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

3

Comments/Narrative

Students scored high in the portfolio assessment of this outcome. This assures us that the IDS 101 and 499 courses are providing the necessary information and practice for students to confidently define interdisciplinary scholarship and elaborate its benefits.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used**

Goal Summary

Goal Summary/Comments

The program is successfully meeting all outcomes for Goal 3 based on current assessment measures. These findings match our informal perception of the 2021 graduating cohort, as well, which was a strong group with a high average GPA. To ensure that assessment remains aspirational for the program, we will need to reconsider our rubric benchmarks each year and add nuance and rigor when it becomes clear that the outcomes in their current form no longer present a challenge for the program and its students.

Changes Made/Proposed Related to Goal

-As a result of the lack of growth in Outcome 1, we have added a presentation assignment to the IDS 101 syllabus to increase students' experience with public speaking early on.

-As a result of ongoing "barely met" status for Outcome 2, we have increased the amount of writing feedback and revision work students receive via the IDS 499 portfolio assignment. Moving forward, students will submit a hard copy of the portfolio, as opposed to just the electronic copy required in 2020-21, to emphasize the importance of creating polished final products of written work.

-We may reconsider our approach to scoring Outcome 3. We envisioned this outcome as primarily communication-oriented (a reflection of whether students can explain the IDS major in a job interview, for instance), which is why we included it as a subset of our overarching communication goal. However, when assessing this outcome, we debated the balance of content vs. communication skill required to achieve this outcome. Next year, we may elevate this outcome into a separate goal to better explore those components.

Upload Rubrics/Other Files

IDS assessment rubrics.docx

Dean's Email Address

jcolbert@lander.edu

Approved by Dean?

Yes

Signature of Dean

James Colbert

Comments from Dean's Review

Approved

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.