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
2022-2023

Assessment Coordinator Name
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Program Goal

Goal

Goal 1

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

Program Goal
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
Academic Year 2021-2022

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)**
17.4	3

Comments/Narrative
Enrollment in IDS remains strong. It decreased slightly in 2020-21 but rebounded in 2021-22. In Fall 2021, the faculty senate approved a new process for vetting and implementing new IDS curricula for students entering the program, and we have created four new emphases since then to meet unique student needs. Two of these programs have already attracted multiple students.

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

Enter Outcome
Completions (Degrees Awarded)

Timeframe for this Outcome
Academic Year 2021-22

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)**
11.8	3

Comments/Narrative
Completion rate of the IDS program dipped slightly in 2021-22, but is likely to rebound quickly given our current enrollment trends.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
The IDS program is designed to serve multiple purposes: 1. To help test out possible interdisciplinary combinations that can be turned into standalone majors, as happened with the Nursing/Health Promotion IDS program's evolution into the Lander Public Health major. 2. To allow students to target specific job fields that do not flow naturally out of existing majors, and 3. To facilitate timely graduation for students who, through transfers or personal circumstances, are unable to progress in their original major. The changes made to the IDS curriculum design process during this evaluation period have made it much easier for us to fulfill the second and third purposes mentioned above. We expect to maintain healthy enrollment in the program in coming years as a result of those changes.

Changes Made/Proposed Related to Goal
In Fall 2021, the Lander Faculty Senate approved a new process for vetting and implementing new IDS curricula for students entering the program, and for publishing and curating those curricula. Under our current model, a student can declare a new IDS emphasis once their program is approved by both department chairs and both deans of the two disciplines being combined. Full faculty senate review is no longer required, and new curricula are made available during the current catalog year rather than awaiting publication of the next catalog. This aligns us more closely with the processes of our peer

institutions. More importantly for program productivity, it allows the program to be much more responsive to the needs of students within 1-2 years of graduation, particularly transfer students. Since then we have created five new curricula to meet unique student needs, drawing on the disciplines of psychology, elementary education, biology, environmental science, public administration, exercise science, and human services.

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
High-Demand, Market-Driven Programs

Outcomes

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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 convey an understanding of an in-depth research topic within their chosen disciplines via their research poster.

Timeframe for this Outcome
Academic Year 2021-22

Performance Target for "Met"
The average portfolio score for "Understanding of Research" based on research poster is 2.5 to 3.0.

Performance Target for "Partially Met"
The average portfolio score for "Understanding of Research" based on research poster falls between 2.0 and 2.5.

Performance Target for "Not Met"

The average portfolio score for "Understanding of Research" based on research poster falls below 2.0.

Assessment Measure Used
Senior Portfolio (Academic Symposium research poster and presentation)

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results)
Average portfolio "Understanding of Research" score of 2.62 (out of 3)

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

Comments/Narrative
For the second year, IDS seniors participated in the Academic Symposium's research poster session and included their posters and recorded presentations in their portfolios. Preparation for this activity was a major focus of IDS 499 and were pleased with the results. We decided to break out students' mastery research content into separate subscores for the two artifacts this year as a way of assessing the effectiveness of the approach to the assignment in IDS 499.
-
The average portfolio research score dropped slightly this year, probably due to variations in the cohort composition; this cohort had fewer students in science fields who'd taken coursework focused on research methodology. Our current senior cohort is more varied, so we will monitor this data point and decide next year if more instruction on research methodology is needed.

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?
Student Learning Outcome

Enter Outcome
Students will convey an understanding of an in-depth research topic within their chosen disciplines via their research-based oral presentation.

Timeframe for this Outcome
Academic Year 2021-22

Performance Target for "Met"
The average portfolio score for "Understanding of Research" based on research presentation is 2.5 to

3.0.

Performance Target for "Partially Met"
The average portfolio score for "Understanding of Research" based on research presentation is 2.0 to 2.5.

Performance Target for "Not Met"
The average portfolio score for "Understanding of Research" based on research presentation is below 2.0

Assessment Measure Used	Frequency of Assessment
The Academic Symposium research presentation recording (collected in the senior portfolio)	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
Academic year 2021-22	2

Comments/Narrative
The average portfolio score on this measurement was 2.375. This performance was impacted by one outlier, a student who failed to submit a recorded oral presentation and whose in-person presentation had to be rescheduled. Because she demonstrated a lack of readiness leading up to the assignment, we decided to score that a zero and keep it in our data, as that experience serves as a reminder of the importance of mentoring reluctant public speakers. With that outlier removed, the cohort performed slightly better in oral presentation of their research project than with their written presentation.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
The average of the two sub-scores for this goal was 2.5 for the 2021-22 cohort, barely meeting our goal. This was our second year assessing portfolios and applying our rubric and consider it a valuable window into students' academic skills. We will continue to incorporate research presentations at the Academic Symposium as part of the IDS 499 class moving forward as the added stakes of an audience motivated students to invest in their research projects and to convey their knowledge to a diverse audience. The decision to evaluate the research assignments through two different lenses, written and verbal presentation, helped identify gaps in mentorship that we will work to close.

Changes Made/Proposed Related to Goal
Changes Made: (1) Last year we regretted not recording separate scores for verbal and written communication of the understanding of research. We added that as a separate outcome this year. (2) Since the Academic Symposium event is not held in fall, we have developed an alternative presentation venue. Students taking IDS 499 in Fall 2022 will present their projects at a mini-Symposium planned for November in conjunction with the College of Education.
Change Proposed: In the coming year, we plan to integrate assessment scoring for this goal within the judging process for Academic Symposium rather than use a recording. This will simplify record keeping and bring more outside feedback into the assessment process.

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 education, skills, and professional goals.

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.

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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 demonstrate effective oral communication skills when discussing their education, skills, and professional goals.

Timeframe for this Outcome
Academic Year 2021-22

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 2.0 to 2.5.

Performance Target for "Not Met"
Average portfolio score for "Verbal Communication" is below 2.0.

Assessment Measure Used	Frequency of Assessment
Senior Portfolio (mock job interview, Academic Symposium presentation)	Annual

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
2.56	3

Comments/Narrative
We targeted this outcome for extra effort this year, but unfortunately the average score dropped rather than rose. Because of the outlier mentioned in Outcome 1, we believe that score decrease is misleading but important. Overall, we had a very strong cohort of verbal communicators this year, including several university tour guides. We added an additional presentation requirement to the IDS 101 curriculum in 2021, and this cohort included many of the students who took that version of the course. With the one outlier mentioned in the Outcome 1 narrative removed, the average score for this outcome was an impressive 2.78. That matches the faculty's perception of the strengths of this cohort. However, the existence of the outlier shows how important individual mentorship is for growth in verbal communication; we will apply that observation going forward by scheduling extra practice for reluctant public speakers.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

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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 demonstrate effective writing skills for professional communication.

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 2.0 to 2.5.

Performance Target for "Not Met"
Average portfolio score for "Written Communication" is below 2.0.

Assessment Measure Used	**Frequency of Assessment**
The educational autobiography and IDS definition essay (included in the senior portfolio)	Annually

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**
2.25   2

Comments/Narrative
This year we changed the wording of our rubric to explicitly include a threshold for surface errors (a reflection of grammar and proofreading skills) to meet this goal. While these skills were incorporated into our scoring last year, we felt they needed greater scrutiny. Our writing subscore dropped from 2.6 to 2.25 this year, which we believe is a reflection of our more precise criteria. We will monitor this score and add additional editing practice to the IDS 101 and 499 syllabi moving forward.
-
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 our new process is preserving the program's rigor.

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 2.0 to 2.5.

Performance Target for "Not Met"
Average portfolio score for "Understanding of Interdisciplinary Scholarship" is below 2.

Assessment Measure Used	**Frequency of Assessment**
Senior Portfolio (interdisciplinary studies definition essay and mock job interview)	Annual

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
2.69	3

Comments/Narrative
Students scored high in the portfolio assessment of this outcome once again. 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 (an important skill for their ability to gain value from their degrees on the job market). Since this skill is a main focus for the IDS 101 and 499 courses, this outcome is more within our control than the more holistic verbal and written communication outcomes, and we believe it continues to be a successful aspect of the program.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
We are pleased with our students' communication skills overall. Except for one outlier, this cohort proved to be quite strong in verbal communication and in their ability to discuss the value of an interdisciplinary degree. However, given our students' high scores for this goal last year, we felt we needed to reconsider our benchmarks to ensure we were setting aspirational goals. In particular, we felt the initial results of using this rubric last year created higher subscores for writing than our observation of the cohort led us to expect. Thus, we changed the wording of our assessment rubric to explicitly include grammar and editing skills as a requirement for students to meet this goal. As a result of these changes and variations between cohorts, our writing subscore dropped this year, as we anticipated. We will continue to prioritize this essential professional skill moving forward.

Changes Made/Proposed Related to Goal
As planned based on last year's assessment, we added a presentation assignment to the IDS 101 syllabus to increase students' experience with public speaking early on. We also reworded parts of our rubric to encourage rigorous scoring of written artifacts and incorporated more revision work into the IDS 499 course plan.

Upload Rubrics/Other Files
IDS assessment rubrics.docx

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
jcolbert@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.