

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 Due Date

2023-2024

Assessment Coordinator Name

Lillian Craton

Enter Assessment Coordinator Email

lcraton@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

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 2022-2023

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)
21.2

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

Comments/Narrative
Enrollment in IDS remains strong, with a particularly large (though possibly anomalous) cohort in 2022-23. The Fall 2022 expansion of the IDS webpages and increased linkage to other departmental webpages, in particular, seems to have driven student interest in the program.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

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

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

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

Most goals have at least two outcomes measured.

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

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

Academic Year 2022-23

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)

12.4

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

3

Comments/Narrative

Completion rate of the IDS program rose significantly in 2022-23, with 17 graduates from the program. We expect a future dip in both overall enrollment and number of graduates as some education-focused students migrate to forthcoming IDS-inspired programs within the College of Education, but we expect to counteract that effect with recruitment for IDS emphases in other fields.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

The IDS program serves multiple purposes: 1. To test possible disciplinary 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 approval of new opportunities in College of Education for students seeking careers as child life specialists or early childhood interventionists is likely to reduce future demand for corresponding IDS emphases that have been consistently popular. Nonetheless, this is a sign of programmatic success.

Changes Made/Proposed Related to Goal

The changes to our process for proposing and approving new IDS curricula that were made in Fall 2021 have continued to benefit program enrollment and to serve the needs of individual students. In light of this success, we intend to increase marketing to transfer students, many of who may benefit from the curricular efficiency of an IDS model.

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.

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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.

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 2022-23

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 2.55 (out of 3)

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

3

Comments/Narrative

For the third year, IDS seniors participated in the Academic Symposium's research poster session and included their posters in their portfolios. Preparation for this activity was a major focus of IDS 499 and we were pleased with the results. The average portfolio research poster score dropped slightly but remained on par with last year. Since only one of the students included in this cohort had any previous research experience, their relative success in this outcome was reassuring that the IDS 101 and 499 curricula provide adequate grounding in research fundamentals.

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 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 2022-23

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

The Academic Symposium research presentation

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

2.65

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

3

Comments/Narrative

Happily, the student score on this measurement increased significantly from last year, partly due to the removal of an outlier in last year's cohort, but also partly due to overall higher scores. We believe this increase resulted from additional presentation practice added to IDS 499.

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 2.6 for the 2022-23 cohort, an improvement from 2.5 the previous year year. The decision in 2022 to evaluate the research assignments through two different lenses beginning, written and verbal presentation, helped identify gaps in mentorship for oral presentations. Increased mentoring produced better oral presentations and higher scores.

Changes Made/Proposed Related to Goal

Two small changes this year improved the quality of students' oral research presentations. Students taking IDS 499 in Fall 2022 presented their projects at a mini-Symposium planned for November in conjunction with the College of Education, which raised the stakes from previous years in which class presentations were used during fall. Also, in Spring 2023, we implement assessment scoring for this goal within the judging process for Academic Symposium rather than use a recorded presentation. While we anticipated a possible decrease in scores as a result (since students would not have a "do over" as with a recorded presentation), the opposite was true: scores improved. We credit additional practice added to the IDS 499 syllabus as well as additional interaction with faculty during the presentation to draw out student knowledge.

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.

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 discussing their education, skills, and professional goals.

Timeframe for this Outcome

Academic Year 2022-23

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

Senior Portfolio (mock job interview, Academic Symposium presentation)

Frequency of Assessment

Annual

Data Collected for this Timeframe (Results)

2.59

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

3

Comments/Narrative

Scores rose somewhat in this outcome in 2022-23. Though we had fewer exceptional public speakers in this cohort than in last year's, we also did not have any students who struggled terribly in this area. Additional presentation practice added to IDS 101 in 2022 and IDS 499 in 2023 seems to have addressed some of the reluctance for public speaking.

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 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

The educational autobiography and IDS definition essay (included in the senior portfolio)

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

2.43

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

2

Comments/Narrative

Last year, we updated the wording of our rubric to explicitly include a threshold for surface errors (a reflection of grammar and proofreading skills) to meet this goal. As a result, our writing subscore dropped significantly last year with these more precise criteria, down to 2.25. In 2022-23, additional class time in IDS 499 was spent on peer review and in-class textual editing. Although we still did not meet the mark for this outcome, we increased significantly to 2.43.

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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.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 3

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

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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 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

Senior Portfolio (interdisciplinary studies definition essay and mock job interview)

Frequency of Assessment

Annual

Data Collected for this Timeframe (Results)

2.61

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

3

Comments/Narrative

Students continue to score well in this area, although our subscore dropped slightly from last year. It appears 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

Though this cohort did not include many eager writers or public speakers, the importance of polished communication was emphasized throughout IDS 101 and 499, and students rose to the challenges set for them in this area. Several students professed to be afraid of public speaking and experienced anxiety about the Academic Symposium presentation, but with adequate rehearsal, they performed well and left with enhanced confidence about their performance in future job interviews. Overall, we were pleased with the communication ability that students demonstrated in their presentations and portfolios.

Changes Made/Proposed Related to Goal

In 2022-23, additional class time in IDS 499 was spent on rehearsal for oral presentations and copy-editing of portfolio documents. These changes were made to address weak areas in the 2021-22 portfolios, and although more progress is needed in writing skills, we saw progress in both oral and written communication this year, resulting in an uptick in scores for our two lowest measurements in 2022.

Upload Rubrics/Other Files

Dean's Email Address

jcolbert@lander.edu

Approved by Dean?

Yes

Signature of Dean

James E. Colbert

Comments from Dean's Review

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.