

# 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".

## Academic Program

Mathematics, B.S.

## Submission Year

2019-2020

*Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.*

## Assessment Coordinator Name

André M. Lubecke

## Enter Assessment Coordinator Email

alubecke@lander.edu

*If more than one coordinator, please choose one for emails to be sent to.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

Students will demonstrate a broad base of mathematical knowledge.

#### Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

## 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**

Student performance on the MFT in Mathematics will be inline with expectations for an institution with our student base.

**Timeframe for this Outcome**

April 2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

At least 50% of graduating seniors score at or above the national median AND no more than 25% of graduating seniors score below the first quartile.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Between 30% and 50% of graduating seniors score at or above the national median

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Less than 30% of graduating seniors score below the national median OR more than half of the graduating seniors score before the national first quartile.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Major Field Test by ETS

**Frequency of Assessment**

Annually to students in MATH 499

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Data Collected for this Timeframe (Results)**

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

3/6 graduating seniors scored above the national median.

3

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

#### Comments/Narrative

Faculty are developing an in-house achievement test rather than using the MFT in the future.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

#### Resources Needed to Meet/Sustain Results

none

*Include estimate of cost.*

#### 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

Performance of graduating seniors taking Praxis II exam.

#### Timeframe for this Outcome

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

#### Performance Target for "Met"

100% or all but one student passes.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

none

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

More than one graduating senior fails.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

PRAXIS 2 Test

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Annually to graduating seniors in the Mathematics Teacher Certification Program

**Data Collected for this Timeframe (Results)**

1 student took and passed the PRAXIS 2 exam

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

Our students tend to pass the PRAXIS 2 test on first attempt, no improvement possible.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

**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**

MFT Calculus subscores

**Timeframe for this Outcome**

April 2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

At least 50% of cohorts have calculus subscores above the national median.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

At least 40% of cohorts have calculus subscores above the national median.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Fewer than 40% of cohorts have calculus subscores above the national median.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Calculus subscore provided by ETS

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

When a Cohort of test takers is closed, usually at least Bi-annually.

**Data Collected for this Timeframe (Results)**

current cohort scored just below the national median

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

**Comments/Narrative**

This measure is considered no longer meaningful as the data cannot easily be separated into graduating seniors and those who are only juniors but moving on to Clemson in the next academic year.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

#### **Resources Needed to Meet/Sustain Results**

none

*Include estimate of cost.*

#### **Explanation of How Resources Will Be Used**

## **Goal Summary**

### **Goal Summary/Comments**

Mathematics faculty have decided that the MFT is not providing valuable information for program assessment. An in-house test is being developed.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### **Changes Made/Proposed Related to Goal**

After the in-house test is developed, a baseline for student performance will be established and then levels for Goal achievement will be set.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

### **Upload Rubrics/Other Files**

*Please upload any rubrics or other documents used for this goal.*

## **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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

Students in the Mathematics Secondary Certification program will demonstrate their preparation to teach secondary school level mathematics.

### Pillar of Success Supported

- High-Demand, Market-Driven Programs
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- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

## 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 demonstrate knowledge of mathematical pedagogy.

**Timeframe for this Outcome**

Academic Year 2017-2018

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

100% pass rate on first attempt.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

90% or all but one pass on first attempt

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

More than 1 failure on first attempt.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

PRAXIS 2 results

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Annually to students in the Teacher Certification program.

**Data Collected for this Timeframe (Results)**

One student passed on first attempt.

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

Our students tend to pass on first attempt. No improvement possible.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

[Empty text box for resources]

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

[Empty text box for explanation]

**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**

Pass rate on PPAT assessment.

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

All students reach Secondary Education Benchmarks set by College of Teacher Education

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

All but one student reaches Secondary Education Benchmarks set by College of Teacher Education

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

More than 2 students do not reach Secondary Education Benchmarks set by College of Teacher Education

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

PPAT from ETS

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

annually

**Data Collected for this Timeframe (Results)**

The only student in Teacher Education met the benchmark

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

This is a new assessment for Secondary Education students. Mathematics faculty will seek additional information from the School of Education concerning its use for Mathematics program improvement.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

## Resources Needed to Meet/Sustain Results

*Include estimate of cost.*

## Explanation of How Resources Will Be Used

## Goal Summary

### Goal Summary/Comments

Secondary Mathematics students are only a small portion of mathematics majors. Their performance, historically, has been exemplary;

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### Changes Made/Proposed Related to Goal

Our Secondary Certification Coordinator of many years has left Lander. The Department will need to identify a new person to take over this role.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

### Upload Rubrics/Other Files

*Please upload any rubrics or other documents used for this goal.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

Students will communicate mathematical ideas effectively.

### 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 display the ability to research and understand an extension of or a new mathematical topic.

**Timeframe for this Outcome**

Academic year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

At least 75% of students score an average of at least a 2.0 (Proficient) on the two items "Extends presenter's mathematical knowledge" and "Displayed an understanding of the mathematics" on the Presentation Rubric.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

At least half the students score an average of 2.0 (Proficient) on the two items "Extends presenter's mathematical knowledge" and "Displayed an understanding of the mathematics" on the Presentation Rubric.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Fewer than half the students score an average of (Proficient) on the two items "Extends presenter's mathematical knowledge" and "Displayed an understanding of the mathematics" on the Presentation Rubric.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Faculty ratings of student capstone presentation projects.

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Every year to students in MATH 499

**Data Collected for this Timeframe (Results)**

All students scored an average of at least 2.0 on these items.

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

The Presentation Rubric will be reviewed before the next offering of MATH 499.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**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 demonstrate the ability to create a professional presentation with mathematical content.

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

At least 75% of students score an average of at least a 2.0 on the items related to effective communication on the Presentation Scoring Rubric.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

At least half of the students score an average of at least a 2.0 on the item "Interest and Appeal of presentation" on the Presentation Scoring Rubric.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Fewer than half of students score an average of at least a 2.0 on the item "Interest and Appeal of presentation" on the Presentation Scoring Rubric.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Scores on the Presentation Scoring Rubric

**Frequency of Assessment**

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Annually to students in MATH 499

**Data Collected for this Timeframe (Results)**

All students scored at least a 2.0

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

3

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The Presentation Rubric will be reviewed before the next offering of MATH 499.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

### 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**

Students demonstrate the ability to prepare a professional presentation of mathematical material.

**Timeframe for this Outcome**

Annually in MATH 499

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

75% of all students score an average of at least a 2.0 on the items relating to "Organization and Clarity of presentation" on the Presentation Scoring Rubric.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

At least half of the students score an average of at least a 3.0 on the item "Organization and Clarity of presentation" on the Presentation Scoring Rubric.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Fewer than half of the students score an average of at least a 3.0 on the item "Organization and Clarity of presentation" on the Presentation Scoring Rubric.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Faculty scores of student presentations

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

annually in MATH 499

**Data Collected for this Timeframe (Results)**

All students scored at least a 2.0

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

The presentation scoring rubric will be evaluated and revised as needed before the next offering of the course.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

**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**

Students demonstrate success in employment and/or graduate-level education, as applicable.

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

All graduating seniors are employed or accepted into graduate programs by the semester following graduation.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**



At least half of graduating seniors are employed or accepted into graduate programs by the semester following graduation.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Fewer than half of graduating seniors are employed or accepted into graduate programs by the semester following graduation.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Self-reported during student Exit Interviews or follow-up contact by faculty members the following semester.

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Every year

**Data Collected for this Timeframe (Results)**

All graduating students except one who could not be contacted reported employment.

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

2

**Comments/Narrative**

A better method of data collection needs to be determined for this outcome.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

# Goal Summary

## Goal Summary/Comments

Over the last 3 years, student projects in MATH 499 have been increasing in quality. This is reflected in the scores received by students.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

## Changes Made/Proposed Related to Goal

The scoring rubric will be evaluated and refined before the next offering of MATH 499.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

## Upload Rubrics/Other Files

*Please upload any rubrics or other documents used for this goal.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

Compliance with Program Productivity Standards as defined by the SC Commission of Higher Education.

## Pillar of Success Supported

- High-Demand, Market-Driven Programs
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- Engaged and Supportive Alumni
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- Facilities Positioned for Growth and Efficient Utilization
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- Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

## 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**

Completions.( Mathematics Degrees awarded.)

**Timeframe for this Outcome**

2018-2019

*Ex. Academic Year 2017-2018*

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

none

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

4.8

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

1

**Comments/Narrative**

Since we are a small university, we cannot expect a large number of mathematics majors. Also, using a major 'headcount' of first year freshman is not reasonable as many students enter college unprepared for the rigors of math-major calculus and soon discover they do not wish to be a mathematics major. A better indicator of number of majors is the enrollment in the third semester of calculus. The average for the last four years is 17.25.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

#### **Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

#### **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?**

Operational Outcome

**Enter Outcome**

Major Enrollment

**Timeframe for this Outcome**

2018-2019

Ex. Academic Year 2017-2018

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

none

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not 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 less than 6.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

61.8

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

Enrollments in the mathematics major are inflated by the number of students who enter Lander initially declaring a mathematics major but then discover that they are either unprepared or not interested in pursuing college-level mathematics.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

**Goal Summary**

**Goal Summary/Comments**

none

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Changes Made/Proposed Related to Goal**

none

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

**Upload Rubrics/Other Files**

*Please upload any rubrics or other documents used for this goal.*