

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

Interdisciplinary Studies, BS/BA

Submission Year

2019-2020

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

Assessment Coordinator Name

Lillian Craton

Enter Assessment Coordinator Email

lcraton@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.

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
- 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?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

2018-19

Ex. Academic Year 2017-2018

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.

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

Performance Target for "Partially Met"

Not applicable

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 for a Baccalaureate program is less than 12.5.

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

Assessment Measure Used

Enrollment and graduation data extracted from Banner

Frequency of Assessment

Annually

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)

19.8

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

Enrollment in IDS remains strong. Going forward, new emphasis options will need development to maintain; one of the most popular emphases within IDS will be replaced by a dedicated major in 2020-21, so we expect a dip in enrollment at that time.

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?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

2018-19

Ex. Academic Year 2017-2018

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.

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

Performance Target for "Partially Met"

Not applicable

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 for Baccalaureate programs is less than 8.

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

Assessment Measure Used

Enrollment and Graduated 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)

11.4

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

Completion of the IDS program remains strong.

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

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 has a high chance of being developed into a stand-alone major if it attracts a healthy number of students, as is likely to be the case with the Nursing-Health Promotion emphasis. We expect a drop in IDS enrollment when and if that new major is approved. 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.

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

IDS has transitioned to a new administrator in Fall 2019, and greater attention will be given to emphasis-development in 2020 and beyond.

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 will demonstrate the ability to understand, analyze, and evaluate information from their academic fields.

Pillar of Success Supported

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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?

Student Learning Outcome

Enter Outcome

Students will demonstrate understanding, analysis, and evaluation of published research within their fields of study.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score for the IDS 499 research assignments will be 85% or higher.

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

Performance Target for "Partially Met"

Average score for the IDS 499 research assignments will be 70% or higher.

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

Performance Target for "Not Met"

Average score for the IDS 499 research assignments will be below 70%.

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

Assessment Measure Used

Frequency of Assessment

Average score for four activities in IDS 499	Annually
<i>Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).</i>	
Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
70.61	2
<i>If this is a new outcome and no data has been collected, you should explain when data will be available for entry.</i>	
Comments/Narrative	
<p>This data represents the average grades (expressed as percentage) of a series of research activities within the IDS 499 senior capstone course: three written research reports and a presentation. That assignment sequence was simplified in 2019-20 and the assignment and data collection procedure will go through further revision in 2020-21, so the data collected for this goal will look different in future. In general, demonstration of mastery over high-level academic content has not been a strength for IDS graduates, and the scores only barely reached the threshold for "partially met" in this iteration. The new assignment sequence is designed to give students a greater understanding of the skills they need to achieve in this area. The new assessment model will examine each of those skills more specifically.</p>	
<i>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.</i>	
Resources Needed to Meet/Sustain Results	
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<i>Include estimate of cost.</i>	
Explanation of How Resources Will Be Used	
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Goal Summary

Goal Summary/Comments

The IDS program is currently in transition, and the data collected for this reporting period was more holistic than is ideal. Beginning in 2020-21, as the IDS classes transition to new faculty and different administrative oversight, external scoring and collection of detailed rubrics for IDS 499 capstone presentations and portfolio materials will be implemented, allowing a much more granular assessment of the understanding, analysis, and evaluation present in students' work.

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

Beginning in 2020-21, as the IDS classes transition to new faculty and administrative oversight, external scoring and collection of detailed rubrics for IDS 499 capstone presentations and portfolio materials will be implemented, allowing a much more granular assessment of the understanding, analysis, and evaluation present in students' work. At that time, we will establish individual outcomes for each component of the goal.

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 effectively about their interdisciplinary academic experience as it relates to professional goals.

Pillar of Success Supported

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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 articulate their qualifications and career goals with strong oral communication skills.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score for the IDS 499 oral communication assignments is 85% or higher.

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

Performance Target for "Partially Met"

Average score for the IDS 499 oral communication assignments is 70% or higher.

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

Performance Target for "Not Met"

Average score for the IDS 499 oral communication assignments is less than 70%.

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

Assessment Measure Used

Average score for three IDS 499 activities

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

Frequency of Assessment

Annual

Data Collected for this Timeframe (Results)

79.93

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

2

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

Comments/Narrative

This data represents the average grades (expressed as percentage) of a series of three activities within the IDS 499 senior capstone course: a mock interview and two career-focused class presentations. That assignment sequence was simplified in 2019-20 and the assignment and data collection procedure will go through further revision in 2020-21, so the data collected for this goal will look different in future. The new assignment sequence is designed to better suit the variety of disciplines included in IDS programs. The new assessment model will include separate evaluations of content and communication within student work samples.

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 will articulate their qualifications and career goals with strong written communication skills.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score for the IDS 499 professional writing activities is 85% or higher.

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

Performance Target for "Partially Met"

Average score for the IDS 499 professional writing activities is 70% or higher.

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

Performance Target for "Not Met"

Average score for the IDS 499 professional writing activities is below 70%.

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

Assessment Measure Used

Average score for three IS 499 activities

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)

87.08

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 data represents the average grades (expressed as percentage) of a series of three activities within the IDS 499 senior capstone course: a career profile, a sample professional letter, and a sample resume. The class and data collection procedure will go through significant revision in 2020-21, so the data collected for this goal will look different in future. The new assessment model will include separate evaluations of content and communication within student work samples; though we have officially met this objective, the data collected does not provide a detailed picture of students' ability to communicate in writing in a wide range of settings.

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

The IDS program is currently in transition, and the data collected for this reporting period was more holistic than is ideal. Beginning in 2020-21, as the IDS classes transition to new faculty and different administrative oversight, external scoring and collection of detailed rubrics for IDS 499 capstone presentations and portfolio materials will be implemented, allowing a much more granular assessment of students' success with different forms of communication.

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

Beginning in 2020-21, as the IDS classes transition to new faculty and administrative oversight, external scoring and collection of detailed rubrics for IDS 499 capstone presentations and portfolio materials will be implemented, allowing a much more granular assessment of students' success with different forms of communication.

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.