LANDER UNIVERSITY

OFFICE OF ACADEMIC AFFAIRS

UNIT/PROGRAM NAME:	Chemistry
OFFICE OF PRIMARY RESPONSIBILITY:	Department of Physical Sciences
ASSESSMENT COORDINATOR:	David Gardner
SUBMISSION DATE OF THE REPORT:	Tuesday, September 25, 2018

ACADEMIC YEAR 2017-2018

INSTRUCTIONS:

To comply with institutional effectiveness expectations, units/programs MUST:

- identify expected outcomes,
- assesses the extent to which it achieves these outcomes, and
- provide evidence of improvement based on analysis of the results

Guidance for preparing Unit Goals and Indicators of Success Reports:

- These reports should demonstrate on-going planning and assessment in each area. The results assist in decision making about curricular and programmatic revisions.
- Describe your Unit/Program Goal. Think about adding new goals or modifying previously reported ones.
- Choose a "Pillar for Success" from Lander's Strategic Plan that your goal best aligns with.
- Timeframe: Each report should use data from the past year. For the Fall 2018 report you should use data from the Academic Year 2017-2018 or Calendar Year 2017. Historical data should be referenced in the Review and Summary of Expected Outcomes section if applicable.
- Use multiple assessments (Indicators of Success) for each Unit Goal if possible. *If this is a new goal, you may not have collected data yet. This is acceptable and should be indicated.
- Assessment Instruments: Develop and/or use methods and instruments that are uniquely suited to the Indicators of Success.
- Review and Summary of Expected Outcomes:
    - If you are using a goal that you have submitted in the past, please provide a narrative that includes an analysis of historical data and current data. It should include evidence of improvement or clarification of why improvement has not been accomplished. It should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results.
    - If you are using a new goal and you have collected data, please provide a narrative that includes an analysis of your data and a plan for improvement. This plan should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results. *If you are using a new goal and have not yet collected data, please provide a summary of why the goal has been added, how meeting this goal would improve your program/unit, and any expectations that you have for it.

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1. UNIT/PROGRAM GOAL 1: Demonstrate an understanding of modern scientific concepts related to organic, inorganic, analytical, and physical chemistry

1.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 4. Graduates Who Are Gainfully Employed or Admitted to Graduate School

1.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic Year 2017-2018

1.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES[1]**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
1.3.1. Demonstrate an understanding of modern scientific concepts related to organic, inorganic, analytical, and physical chemistry during senior seminar presentation	2.33 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00
1.3.2 Demonstrate an understanding of modern scientific concepts related to organic, inorganic, analytical, and physical chemistry during research/internship presentation	2.62 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00
1.3.3 Demonstrate an understanding of modern scientific concepts related to organic, inorganic, analytical, and physical chemistry on a nationally normed exam	Mean score was 147. This is 50th percentile (n=8)	Lander mean score is 40th percentile or higher	Lander mean score is between the 20th and 40th percentile	Lander mean score is below 20th percentile	3.00

[1] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

1.3.4. --	--	--	--	--	Outcome 4: Score.
1.3.5. --	--	--	--	--	Outcome 5: Score.

1.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: 3.00

1.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
1.5.1.	Department senior seminar rubric questions (#9-14). Questions rated from 0-3 with 3 highest.	Every spring during PSCI 499
1.5.2.	Department research/internship rubric questions (#5-7). Questions rated from 0-3 with 3 highest.	End of every semester in which students participate in research/internships
1.5.3.	Major Field Test (MFT) for chemistry from ETS	Every spring in PSCI 499
1.5.4.	--	--
1.5.5.	--	--

1.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 5/10/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT)**:**

1.6.1. **OUTCOME 1 COMMENTS:** The expected outcome for this indicator was met with an average rubric score of 2.33. The four previous year's scores were: 1.93 (2014), 2.09 (2015), 2.31 (2016), and 2.38 (2017). We will continue to monitor the effectiveness going forward.

1.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** 0

1.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

1.6.2. **OUTCOME 2 COMMENTS:** The expected outcome was met with an average rubric score of 2.62. The four previous year's scores were: 2.38 (2014), 2.08 (2015), 2.80 (2016), and 2.29 (2017). We will continue to monitor the effectiveness going forward.

1.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** 0

1.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

1.6.3. **OUTCOME 3 COMMENTS:** The expected outcome was met with our students having a mean of 147 which puts us in the 50th percentile nationally. Outcome 3 is a revised outcome from previous evaluation cycles. Historically, we considered student performance on the sub-scores for the different disciplines (organic, inorganic, analytical, and physical), but not the overall total combined score. In 2015, ETS stopped providing percentile rankings for sub-sections in a useful format. This is the first time we have used the MFT combined total score. In the next academic year, the department will investigate whether we wish to continue to use the MFT or switch to alternate nationally normed exams created by the American Chemical Society.

1.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** 0

1.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

1.6.4. **OUTCOME 4 COMMENTS:** --

1.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** --

1.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** --

1.6.5. **OUTCOME 5 COMMENTS:** --

1.6.5.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 5**: --

1.6.5.2. **Explanation of how resources will be used**: --

1.7. **Summary Comments for Outcomes 1-5:**
Our students have demonstrated an understanding of modern scientific concepts related to organic, inorganic, analytical, and physical chemistry based on faculty evaluation of their performance on faculty evaluated senior seminar presentations, research and internship presentations, and a nationally normed chemistry exam.

1.8. **Changes made/proposed to program as a result of Outcomes 1-5**: We have compressed the use of the MFT exam. Previously, we had 4 separate outcomes (organic, inorganic, analytical, and physical) based on subsection scores, but did not use the combined, overall score. Because ETS stopped providing useful subscore percentile data in 2015 we have responded by using the combined MFT Chemistry score for which percentile data are available. In the next academic year, department will investigate switching from MFT exam to nationally normed exams produced by the American Chemical Society.

2. UNIT/PROGRAM GOAL 2: Demonstrate appropriate scientific communication skills to prepare and present a seminar presentation on a literature topic or undergraduate research experience.

2.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED**: 4. Graduates Who Are Gainfully Employed or Admitted to Graduate School

2.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic year 2017-2018

2.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES**[2]

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
2.3.1. Demonstrate appropriate communication skills to organize information in a seminar presentation	2.66 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00
2.3.2 Demonstrate appropriate communication skills to organize information in a poster on an undergraduate research experience.	2.80 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00
2.3.3 Demonstrate appropriate verbal communication skills during a seminar presentation.	2.45 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00
2.3.4. Demonstrate appropriate communication skills to prepare a visually appealing research poster.	2.83 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00

[2] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

2.3.5.	Demonstrate appropriate communication skills to prepare visual materials during a seminar presentation.	2.46 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00

2.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: 3.00

2.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
2.5.1.	Department senior seminar rubric question (#8). Question rated from 0-3 with 3 highest.	Every spring during PSCI 499
2.5.2.	Department research rubric question (#1). Question rated from 0-3 with 3 highest.	End of every semester in which students participate in research
2.5.3.	Department senior seminar rubric questions (#1,3,4). Questions rated from 0-3 with 3 highest.	Every spring during PSCI 499
2.5.4.	Department research rubric question (#4). Question rated from 0-3 with 3 highest.	End of every semester in which students participate in research
2.5.5.	Department senior seminar rubric questions (#5,6). Questions rated from 0-3 with 3 highest.	Every spring during PSCI 499

2.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES –** Date Reviewed: 5/10/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT)**:**

2.6.1. **OUTCOME 1 COMMENTS**: The indicator was met with an average rubric score of 2.66. For the four previous years, the scores for this indicator were: 2.21 (2014), 2.42 (2015), 2.67 (2016), 2.56 (2017). We will continue to monitor effectiveness going forward.

2.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1**: 0

2.6.1.2. **Explanation of how resources will be used:** N/A

2.6.2. **Outcome 2 Comments:** The indicator was met with an average rubric score of 2.80. The four previous year's scores for this indicator were: 2.77 (2014), 2.70 (2015), 2.93 (2016), and 2.64 (2017). We will continue to monitor effectiveness going forward.

2.6.2.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 2:** 0

2.6.2.2. **Explanation of how resources will be used:** N/A

2.6.3. **Outcome 3 Comments:** The indicator was met with an average rubric score of 2.45. The four previous year's scores for this indicator were: 2.19 (2014), 2.45 (2015), 2.48 (2016), and 2.51 (2017). We will continue to monitor effectiveness going forward.

2.6.3.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 3:** 0

2.6.3.2. **Explanation of how resources will be used:** N/A

2.6.4. **Outcome 4 Comments:** The indicator was met with an average rubric score of 2.83. The four previous year's scores for this indicator were: 2.70 (2014), 2.57 (2015), 2.87 (2016), and 2.55 (2017). We will continue to monitor effectiveness going forward.

2.6.4.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 4:** 0

2.6.4.2. **Explanation of how resources will be used:** N/A

2.6.5. **Outcome 5 Comments:** The indicator was met with an average rubric score of 2.46. The previous four year's scores for this indicator were: 2.13 (2014), 2.58 (2015), 2.70 (2016), and 2.68 (2017). We will continue to monitor effectiveness going forward.

2.6.5.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 5:** 0

2.6.5.2. **Explanation of how resources will be used:** N/A

2.7. **Summary Comments for Outcomes 1-5:**

Our students have demonstrated appropriate scientific communication skills by presenting seminar presenations that are well organized, visually appealing, and verbally effective. Additionally, they have further demonstrated appropriate scientific communication skills by presentating research posters that are well organized and visually appealing.

2.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** Currently, research is not required for all students. In the next academic year, the department will revisit whether or not research will be required, or will remain optional. Also, in 2016-2017, we started a series of scientific communications seminar courses in an attempt to teach communication earlier in the program and give students more opportunities to give presentations. The first class of students affected by these changes are currently in their second year and have not yet reached the senior seminar course. Additionally, 2 indicators used in previous years were dropped from this year's report because the template for this report only allows 5 indicators, not 7.

3. UNIT/PROGRAM GOAL 3: Demonstrate skills necessary for safe and appropriate collection, analysis, and interpretation of data in chemistry laboratory experiments.

3.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED**: 4. Graduates Who Are Gainfully Employed or Admitted to Graduate School

3.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic year 2017-2018

3.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES**[3]

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
3.3.1. Demonstrate data analysis skills in a seminar presentation	2.26 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00
3.3.2 Demonstrate data collection and analysis skills on a research presentation	2.56 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00
3.3.3 Demonstrate data interpretation skills in a seminar presentation	2.30 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00
3.3.4. Demonstrate data interpretation skills in a research presentation	2.62 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00

[3] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

3.3.5.	Demonstrate skills related to chemical safety during a research presentation	2.77 (n=8)	Average score for selected rubric questions is greater than 2.0	Average score for selected rubric questions is between 1.5 and 2.0	Average score for selected rubric questions is less than 1.5	3.00

3.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: 3.00

3.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
3.5.1.	Department senior seminar rubric questions (#9,10). Questions rated from 0-3 with 3 highest.	Every spring during PSCI 499
3.5.2.	Department research rubric question (#6). Question rated from 0-3 with 3 highest.	End of every semester in which students participate in research
3.5.3.	Department senior seminar rubric question (#12). Question rated from 0-3 with 3 highest.	Every spring during PSCI 499
3.5.4.	Department research rubric question (#7). Question rated from 0-3 with 3 highest.	End of every semester in which students participate in research
3.5.5.	Department research rubric question (#8). Question rated from 0-3 with 3 highest.	End of every semester in which students participate in research

3.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES –** Date Reviewed: 5/10/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT)**:**

3.6.1. **OUTCOME 1 COMMENTS**: The expected outcome for this indicator was met with an average rubric score of 2.26. The previous four year's scores were: 1.92 (2014), 2.07 (2015), 2.30 (2016), and 2.38 (2017). We will continue to monitor the effectives for this indicator going forward.

3.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1**: 0

3.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED**: N/A

3.6.2. **Outcome 2 Comments**: The expected outcome for this indicator was met with an average rubric score of 2.56. The previous four year's scores were: 2.50 (2014), 2.00 (2015), 2.79 (2016), and 2.26 (2017). We will continue to monitor effectiveness for this indicator going forward.

3.6.2.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 2**: 0

3.6.2.2. **Explanation of how resources will be used**: N/A

3.6.3. **Outcome 3 Comments**: The expected outcome for this indicator was met with an average rubric score of 2.30. The previous four year's scores were: 1.99 (2014), 2.05 (2015), 2.26 (2016), and 2.30 (2017). We will continue to monitor effectiveness for this indicator going forward.

3.6.3.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 3**: 0

3.6.3.2. **Explanation of how resources will be used**: N/A

3.6.4. **Outcome 4 Comments**: The expected outcome for this indicator was met with an average rubric score of 2.62. The previous four year's scores were: 2.27 (2014), 2.17 (2015), 2.77 (2016), and 2.24 (2017). We will continue to monitor effectiveness for this indicator going forward.

3.6.4.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 4**: 0

3.6.4.2. **Explanation of how resources will be used**: N/A

3.6.5. **Outcome 5 Comments**: The expected outcome for this indicator was met with an average rubric score of 2.77. The previous four year's scores were: 2.17 (2014), 2.87 (2015), 2.92 (2016), and 2.79 (2017). We will continue to monitor effectiveness for this indicator going forward.

3.6.5.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 5**: 0

3.6.5.2. **Explanation of how resources will be used**: N/A

3.7. **Summary Comments for Outcomes 1-5:**

Our students have demonstrated the necessary skills for safe and appropriate collection, analysis, and interpretation of data in chemisty by presenting seminar presentations in which they have effectively analyzed and interpreted data, as well as through research presentations in which they have safely collected, analyzed, and interpreted experimental data.

3.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** A previously used indicator regarding critical thinking has been dropped for this report. That indicator was measured using a critical thinking sub-score from the MFT Chemistry exam. As indicated above, ETS no longer provides useful data on subscores. Additionally, the department is considering condensing and/or eliminating some of these indicators and goals next year. The first three goals all evalutate various aspects of student performance, but only align with a single University Pillar (#4). Considerations are being given into condensing these student performance goals/indicators and adopting goals that address other University Pillars.

4. UNIT/PROGRAM GOAL 4: To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

4.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED**: 1. High Demand, Market-Driven Programs

4.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** 2017-2018

4.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES**[4]

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
4.3.1 Major Enrollment	49.8	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.	Not Applicable	Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.	3.00
4.3.2 Completions (Degrees Awarded)	8.8	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.	Not Applicable	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.	3.00
4.3.3 --	---	--	--	--	Outcome 3: Score.

[4] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

4.3.4.	--	--	--	--	Outcome 4: Score.
4.3.5.	--	--	--	--	Outcome 5: Score.

4.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: 3.00 x 10^0

4.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
4.5.1.	South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book	Annually
4.5.2.	--	--
4.5.3.	--	--
4.5.4.	--	--
4.5.5.	--	--

4.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 9/25/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT)**:**

4.6.1. **OUTCOME 1 COMMENTS:** We have met both of our standards for this goal. To increase enrollment in our programs or degree completion we are going to need additional faculty, preferably 3 additional full-time positions. In the fall of 2018, the faculty in our department are overloaded because of the enormous need for students to take courses in physical sciences. In the incoming freshman class, the two largest majors are nursing and biology, both of which need a year of chemistry as a service course. Because we don't have the man-power, we are negatively impacting Lander students in two ways. First, we are cramming more students into individual lab courses, with lab sections routinely getting an extra student or two beyond what ought to be the cap. Having the extra students dilutes the ability of the instructor to provide the individual attention necessary for effective instruction. More importantly, having extra students in lab becomes a major safety concern. Second, because of the heavy service load, we are not able to offer as many upper level classes for our own students as we would like. Thus, we cannot be as responsive to market-driven demands because we lack the manpower to teach those courses that students want to take to prepare them for cutting edge careers. For example, forensics is a pillar program. If we are successful in bringing these students to campus, we MUST have more help to be able to teach them.

4.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** $150,000 for 3 positions

4.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Salary for additional positions

4.6.2. **OUTCOME 2 COMMENTS:** We have met both of our standards for this goal. To increase enrollment in our programs or degree completion we are going to need additional faculty, preferably 3 additional full-time positions. In the fall of 2018, the faculty in our department are overloaded because of the enormous need for students to take courses in physical sciences. In the incoming freshman class, the two largest majors are nursing and biology, both of which need a year of chemistry as a service course. Because we don't have the man-power, we are negatively impacting Lander students in two ways. First, we are cramming more students into individual lab courses, with lab sections routinely getting an extra student or two beyond what ought to be the cap. Having the extra students dilutes the ability of the instructor to provide the individual attention necessary for effective instruction. More importantly, having extra students in lab becomes a major safety concern. Second, because of the heavy service load, we are not able to offer as many upper level classes for our own students as we would like. Thus, we cannot be as responsive to market-driven demands because we lack the manpower to teach those courses that students want to take to prepare them for cutting edge careers. For example, forensics is a pillar program. If we are successful in bringing these students to campus, we MUST have more help to be able to teach them.

4.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** $150,000 for 3 positions

4.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Salary for additional positions

4.6.3. **OUTCOME 3 COMMENTS:** --

4.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** 0

4.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

4.6.4. **OUTCOME 4 COMMENTS:** --

4.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** 0

4.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

4.6.5. **OUTCOME 5 COMMENTS:** --

4.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** 0

4.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

4.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**

We have met both of our standards for this goal. To increase enrollment in our programs or degree completion we are going to need additional faculty, preferably 3 additional full-time positions. In the fall of 2018, the faculty in our department are overloaded because of the enormous need for students to take courses in physical sciences. In the incoming freshman class, the two largest majors are nursing and biology, both of which need a year of chemistry as a service course. Because we don't have the man-power, we are negatively impacting Lander students in two ways. First, we are cramming more students into individual lab courses, with lab sections routinely getting an extra student or two beyond what ought to be the cap. Having the extra students dilutes the ability of the instructor to provide the individual attention necessary for effective instruction. More importantly, having extra students in lab becomes a major safety concern. Second, because of the heavy service load, we are not able to offer as many upper level classes for our own students as we would like. Thus, we cannot be as responsive to market-driven demands because we lack the manpower to teach those courses that students want to take to prepare them for cutting edge careers. For example, forensics is a pillar program. If we are successful in bringing these students to campus, we MUST have more help to be able to teach them.

4.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** We need more manpower.

5. UNIT/PROGRAM GOAL 5: Click here to enter Unit/Program Goal. i.e.: "To demonstrate the ability to…"

5.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** Choose a Pillar

5.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Click here to enter Timeframe (Fall 2017, Academic Year 2017-2018, etc.)

5.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES**[5]

	Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
5.3.1	Outcome 1: click here to enter Indicator of Success/Student Learning Outcome 1.	Click here to enter Outcome 1 Summary Data.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 1: Score.
5.3.2	Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 2: Score.

[5] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

5.3.3	Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 3: Score.
5.3.4.	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
5.3.5.	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

5.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** Click here to add an average score (i.e.: Outcome 1 Score = 3 + Outcome Score 2 = 1 + Outcome 3 Score = 1 + Outcome 4 Score = 2 + Outcome 5 Score = 3. Total of Outcome Scores 1 – 5 = 10 ÷ 5 Total Outcomes = 2.00.)

5.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
5.5.1.	Outcome 1: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 1.	Outcome 1: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 1.
5.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
5.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
5.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
5.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

5.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES –** Date Reviewed: Click here to enter a review date.
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT)**:**

5.6.1. **OUTCOME 1 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1**: Click here to enter dollar amount/other resources required.

5.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED**: Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.2. **Outcome 2 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.2.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 2:** Click here to enter dollar amount/other resources required.

5.6.2.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.3. **Outcome 3 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.3.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 3:** Click here to enter dollar amount/other resources required.

5.6.3.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.4. **Outcome 4 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.4.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 4:** Click here to enter dollar amount/other resources required.

5.6.4.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.5. **Outcome 5 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.5.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 5:** Click here to enter dollar amount/other resources required.

5.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

5.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** Click here to list the changes made/proposed to the program as a result of an analysis of the assessment results. Please be concise yet thorough.