Assessment Report Summary

2018-2019

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Graduate School

Outcome 1. Graduate Rigor.

Measure 1. Cross-listed graduate/undergraduate course syllabi. There has been some improvement in the way that faculty members approach cross-listed graduate and undergraduate course syllabi in the past three years. This improvement is likely related to the CoFC syllabus policy that was developed three years ago in response to the SACSCOC review. However, the improvement has been more gradual than anticipated. It is hoped by next year that the scores on the syllabus rubric will have improved to where they meet the target set three years ago.

Measure 2. Using entrance requirements to maintain quality of applicants. Three years ago, a formal process was developed by which graduate programs could formally change their applications requirements. Knowing that gray areas often exist, the GSO maintains exceptions processes exist by which programs can accept marginal students who might be acceptable but who do not clearly meet the admissions requirements. Case study evidence shows that some graduate programs are relying on these processes rather than defining their own useful requirements. The programs often rely on the GSO to resolve issues that should be more appropriately resolved by the programs themselves. The GSO will share these results with graduate programs in order that the programs can more clearly define their own entrance requirements. As a baseline for 2019-20, we will use the case study results described here to help the MBA, Mathematical Sciences MS, and Data Science MS programs more consistently apply their entrance requirements.

Outcome 2. Program Reviews.

The external review of UCSC graduate programs continues to generally follow the schedule on the review calendar. The review schedule has to be somewhat fluid, to account for unexpected variations: the EVSS program and EVSS/MPA Concurrent program were given six-month extensions this year due to internal difficulties and the COMM program was given an extension of several years after the program was converted to a fully online program. Despite these delays, programs completing the review process have found it to be a valuable one. In their most recent reviews, both the English and History programs combined their external review results with assessment results to make recommendations for program improvements.

Outcome 3. Graduate Satisfaction.

Student satisfaction in both the graduate student's program of study and in the services provided by the Graduate School Office is down for the second year in a row. This is a disturbing but perhaps not unexpected trend for several reasons. From the perspective of the Graduate School, the Graduate School Office has been understaffed for several years; this staffing support reached its lowest level in Summer 2018 when the office was manned by only two staff members and the Associate Dean. It would not be surprising if students found it harder to connect with someone in the GSO during that time. From the perspective of the graduate programs, these programs have faced decreasing budgets during the past few years; this has negatively impacted the amount of money available for fellowships and abatements. Student satisfaction is often related to concerns about financial support and stability. Finally, we note that decreased graduate student satisfaction...
is part of a continuing unexplained national and international trend. At the 2019 NAGAP meeting in Toronto, Dr. E. Dianne Looker (formerly of Mount Saint Vincent University in Canada) gave a presentation entitled, "Data Matters: Policy Relevant Data from Time Trends and Surveys of Graduate Students." This presentation indicated that graduate student satisfaction decreases from the first year on across the board in all disciplines in master's and PhD institutions in the U.S. and Canada. Dr. Looker did not have an explanation for this result other than to suggest that it is a matter of concern. Since UCSC's new graduate enrollments have decreased in the past three years, we suspect that our survey pool contains a greater number of continuing students who tend to be more dissatisfied for whatever reason than first year students.

Outcome 4. Communication of Graduate Student Research.

The Graduate School Office is looking for ways to increase graduate student participation in sponsored research presentations. The solicitation approach used for both Fall 2018’s 3MT and Spring 2019’s Graduate Poster session appears to be gradually increasing student interest in these events. We also hope that increasing the dollar amount of the student awards will lead to increased student participation next year. We will continue our efforts, as well as continuing to hold student workshops on these events, in order to meet our expectations.

Master’s Programs

School of the Arts

Community Planning, Policy, and Design MA

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<th>Historic Preservation</th>
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<td>MSHP faculty focused considerable attention on interpreting data, some of it impressionistic and some of it collected through scored evaluations, pertaining to (1) quality of presentation made at thesis defense, and (2) quality of writing in the thesis itself.</td>
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On the former, MSHP faculty built on long-standing practice of requiring thesis students to deliver short (10-12 minute), PowerPoint thesis monthly progress reports to MSHP faculty and students in September through January, the first five months of the thesis process. MSHP have provided feedback to these presentations for more than a decade. The instrument applied for the first time, in draft form in 2017 and in final form in 2018, was set for the oral presentations at penultimate thesis progress report during the fall semester made to MSHP faculty and thesis students. Results of this assessment was then used to reinforce the commendable qualities of student presentations and to provide feedback to students whose presentations (in use of technology, in clarity of presentation) revealed room for improvement.

On the latter, the faculty began in the fall of 2017 to evaluate student writing as they completed their first semester of study using an instrument similar to the one applied to assessment of the thesis. Administration of two instruments, one at the beginning of a student’s progress through the MSHP curriculum and the second at the close of their studies, that assessed of quality of
writing, quality of research, and quality of analysis would, and will, provide a basis for comparison of writing early in the first semester with completed thesis and thus provide a measure of student progress. Application of this assessment instrument at the end of the first semester would, and will, provide an interim assessment that would alert faculty to students who might need additional instruction and guidance in the semester that preceded undertaking the thesis.

The result of the application of these assessment measures identified two areas that MSHP faculty agreed needed strengthening.

1. MSHP faculty agreed after reviewing results of the assessment of oral thesis progress reports that students should, for the purposes of the thesis and presentation of research findings, adopt a professional character. As a result of this finding, students who enter the thesis process in the fall of 2019 will, as part of the thesis research seminar, engage in a new speaking workshop. As additional incentive to develop strong public speaking skills, MSHP faculty agree to encourage and guide thesis students toward opportunities to present results of their thesis research to professional and academic audiences (three members of the MSHP class of 2019 had made presentations of their thesis research to academic conferences before their graduated in May 2019). MSHP faculty agreed that presentation of results of thesis research at professional and scholarly meeting would provide post hoc feedback from professional peers.

2. MSHP faculty, after reviewing the result of the assessment of student presentations at thesis oral defenses, agreed that quality of writing, while acceptable, should be stronger and clearer. The faculty will address this finding and devise a plan to provide additional instruction in the fall of 2019.

3. Faculty discussion of the quality of writing also lead to discussion of the character of the analytical conclusion students drew from their research. Faculty agreed that while the data sets students assembled were impressive, exceeding for the MSHP of 2019 in all but one case the expectation faculty held, analysis of these data sets was more tentative / less robust than faculty expectations. Faculty agreed that there was a need to provide additional opportunities for students to develop confidence in their ability to draw analytical conclusions from data they assemble and will devise mechanisms to weave new exercises into First Year courses in the fall of 2019.

4. Faculty discussion of student performance and review of assessment exercises for the MSHP class of 2020 found that some students failed to engage effectively with architectural documentation field projects that dominate a significant portion of the first semester coursework for all MSHP students. MSHP faculty, after reviewing instruction modules embedded in HP 8190: Investigation, Documentation, Conservation, agreed that the pace and content of instruction and the expectations for student performance was appropriate and proven and that no changes for revision of this part of MSHP curriculum was needed. However, faculty did agree that the program should, as part of its recruitment and admissions efforts emphasize in all conversations with prospective and accepted students the field-based nature of the curriculum, its emphasis on the built environment, and its emphasis on field drawings and AutoCAD as basic
School of Business

Accountancy MS

Overall students are meeting or exceeding targets for each outcome.

Students achieve a Broadened Perspective through exposure to a broad body of literature and academic experiences pertaining to accounting thought, theory and practice. This perspective is achieved through participation in seminars, research, writing and the option to study abroad. Throughout the course, the importance of professionally crafted work products is stressed. Global Awareness seems to be a deficiency that warrants further investigation and action. This attribute was retested in the Spring 2019 ACCT 599 course with a result of 67% which was below the 74% fall result. Further analysis and discussion needed.

Effective Communication outcome assessment was made via Research Presentation Grading Rubric which measured the quality of student presentation of Spring theses. The results provide evidence that the thesis system to include presentation of proposals early on in the process works to ensure that graduates are effective communicators. The small cohort and focus on the individual are likely important contributors of our high degree of effectiveness in student communications skills.

Ethical Behavior outcome assessment was done via multiple choice questions relating to the component, Ethics and the Accounting Profession which included lecture, seminar discussion, and required readings. This component has been added to the required spring seminar course as a means to improve student learning in the area of ethics. In addition to greater emphasis on ethical awareness of issues relating to practice, an ethics component will be added to the ACCT 599-Contemporary Issues. Additional readings, lecture, and discussion will be incorporated with emphasis on professional responsibilities of accountants.

Business Administration MBA

Our MBA cohort continues to score above the national average on the ETS Major Field Test, but the margin has been getting smaller each year. There have been large swings in the percentile scores particularly in accounting (93, 63, 23, 15, 54, 73, 32)

There is a concern about the steady decline in the overall ETS mean scores. While they continue to be higher than the national average, the class mean score has been declining. Two initiatives were discussed.

1. Strive to recruit a cohort who has achieved a better UG GPA
2. Make sure students are incented to do their best when taking the ETS exam.

School of Education, Health, and Human Performance

Early Childhood Education MAT

Program changes we have made in the last few assessment cycles include:

- removing the stand alone assessment course (EDEE 615) and integrating assessment content into methods courses
• revising EDEE 588 to provide more authentic opportunities to collect and analyze literacy assessment data
• providing more authentic opportunities for candidates to interact with families of diverse backgrounds
• changing where program assessments occur within the program
• changing admission requirements to accept GRE or Praxis Core scores

We graduated a small number of MAT students this year. Data indicate they met or exceeded expectations in all areas. We plan to propose major program revisions to decrease time to graduation, given the success of the accelerated Elementary MAT program. We will also likely add emphasis in Early Childhood Special Education due to lack of such programs in the local area and the critical need for teachers who believe in developmentally appropriate, inclusive settings.

Elementary Education MAT
Insufficient data set (n-3) to make evidence-based changes. In the Fall 2018 the program had a scheduling change and in the Spring 2019 and aggressive recruitment program resulted in 13 students in the 2019-2020.

Middle Grades Education MAT
The program will not be accepting any new applications. The data indicate that this has been a very successful program for the candidates who have met and exceeded all criteria.

Performing Arts MAT
Over the past few assessment cycles, two key assignments have been revamped along with their rubrics for both music and theatre coursework. It was also decided that the directing and conducting projects completed in the clinical student teaching semester were the most appropriate time to complete this project and assessment. By placing this assessment in the student teaching experience it allowed the student to receive additional feedback from a current K12 arts teacher external to the MAT program providing more objective assessment based on hours and hours of observation. As a result, a more detailed understanding of the sub-skills associated with each SLO's were established allowing for more focused teaching and assessment within the coursework. More experiential opportunities to reinforce these skills were also added to coursework and field work. Because courses are only offered every 3 semesters (in order to allow for all course work to be completed in one and a half years before the clinical student teaching semester happens in the last 6 months) it has taken much longer to cycle through the course work three times in order to collect reliable data. Students taking and passing the national standardized teacher credential tests (Praxis) with above average scores for the most part, is also providing evidence that a through line of knowledge and applied skills in the real world of teaching is successfully occurring within the MAT in the Performing Arts program. Student score averages stay within 2/10ths year to year. This year will be the last year focusing on the current SLOs.
For SLOs 1 & 2 (Science & Math Course Content Knowledge & Competencies) the SMFT program chose to use an assessment methodology driven mainly by individual instructors. So pre and post tests were designed by the instructors to inform each instructor about student learning in each area, and faculty were encouraged to use the results of the pre-test to inform pedagogical practice and content focus. This design allows faculty to tailor their assessments to their own course goals, modify content focus and pedagogy based on results, and respond to assessment results accordingly. Baseline data for all courses does show significant improvement in content knowledge and competencies from pre to post course, but there is variation across the 4 measures with and across courses. Since our SMFT courses are offered on a 2 year rotation cycle, we have only just begun to collect follow-up data for some of our courses. Because of the small class sizes in both baseline and follow-up classes, and the small number of classes that we have follow-up data on, definitive conclusions regarding the extent to which the program is meeting SLO I target goals cannot yet be definitively determined at this time. However, the data collected thus far suggest that there is room for improvement for some SLO 1 & 2 measures that continue to be below our 50% normalized gain score target. Because this is the first assessment cycle for which we have follow-up data from the baseline assessments, these data have been made available to all SMFT faculty. They are using the data to work to improve gains in conceptual knowledge and intellectual skills, and develop strategies to assist students who struggle with essential course concepts and skills. The program director is also working with these faculty to ensure that they are effectively assessing each area of SLO 1 and 2.

For SLO 3 (Essential Professional Tools) the results of our assessments have resulted in the following goals and corresponding strategies to improve professional competencies.

- **Goal: Increasing overall quality of the capstone projects –** Prior to the 2016, there was no clear requirement that students submit a written capstone proposal or final report to their adviser before presenting their work to the faculty. Students are now required to submit their proposal and final report to their advisory committee at least 2 weeks prior to the date of their presentation. Proposal and reports must be approved by the student’s major adviser before each presentation. The results of our assessment also showed that students may not have been receiving sufficient guidance in all areas of the capstone project. Beginning this year, all students in the program are now required to have an adviser from the School of Science and Math and from Teacher Education. This is intended to insure that students receive sound guidance in both the mathematical and educational (pedagogy/research design) aspects of their project.

- **Goal: Improving on lower performing objectives -** The SMFT steering committee developed more explicit guidelines for each section of the project proposal and final report. These guidelines are now provided to students prior to taking SMFT 690 – Capstone Proposal Development, and are published on the program website along with examples of exemplary work in each area. These guidelines are also intended to clarify the objectives for program faculty so that advisers can work more effectively with their advisees in these areas, and to improve inter-rater agreement on the presentation scoring rubrics.

- **Goal: Insuring that students are thinking of the capstone as a “keystone” of the program, rather than an after-thought at the end of the program, and more directly tying capstone projects to students’ unique professional interests and goals.** The SMFT steering committee met to discuss the capstone requirement of the SMFT program. Currently the capstone requires students to
incorporate an educational research component into their capstone project. The committee is now considering broadening or refocusing this requirement to allow students to develop capstone projects that relate more to students’ unique professional goals. For example, projects could include those related to curriculum development, assessment strategies, or colleague professional development or mentoring. This will be a substantial change to our program, which is now being developed as part of a larger change to the SMFT program curricular structure, which will be submitted to the faculty senate for approval for the Fall 2020 semester.

Teaching, Learning, and Advocacy MEd

The student data analyzed for this period (fall 2018, spring 2019, summer 2019) were derived from the MTLA capstone and key assessments leading into the capstone project, administered in the core courses of the MTLA program. To gather formative data, various rubrics clearly outlining the criteria for each assignment/capstone were used in evaluating the MTLA goals/outcomes: a) intersection of theory and practice, b) research, c) policy analysis, d) advocacy, and e) professionalism and reflective practice. The data indicate that the program meets all of the program goals and shows improvement over time.

A committee of faculty who teach the MTLA core courses analyzed and reviewed the data results. Results of data analysis show that the MTLA program has taken appropriate steps to provide the structure and opportunities students need to be successful in the program. Program improvements are going to be undertaken through the following planned changes:

1. Change the sequence of core course offerings so that students enroll in MTLA 607: Teachers as Advocates for Children and Youth as their introduction to the program. This highlights the importance of advocacy as a program goal and will encourage students to select a capstone focus that is amenable to advocacy.
2. MTLA 602: Policies and Issues in Contemporary Education will build on the advocacy course with a focus on digging deeply into the literature on a topic of both policy and advocacy importance. The literature review will serve as the background and scholarly justification for students’ capstone projects.
3. EDFS 635: Educational Research will move from a summer to a fall offering to provide more time for students to gain research knowledge and skills. The course will continue to introduce students to school district and College Institutional Review Board procedures. Students will complete the course with a proposal ready for IRB submission.
4. Emphasize students' use of readings and methods learned in EDFS 635: Educational Research during MTLA 702: Capstone as they carry out their research.
5. Continue to obtain end-of-program reflections from students in MTLA 702: Research and Development Project regarding the fit between concentration courses and the MTLA program goals. Based on student feedback, the program will coordinate with concentration course programs and instructors to make necessary changes.

School of Humanities and Social Sciences

Child Life MS

The assessment process has informed changes in student feedback and evaluation as well as changes in how assignments are structured as evidenced in the grading rubrics and assignment
supplements referenced in assessment reports. In addition, coaching sessions focused on the internship application and interview process have been refined for implementation.

**Communication MA**

MCOM, as noted, has been moving to a fully-online format as well as a new curriculum for roughly two years now. The assessment year in question here, 2018-2019, was the last year of the old program, and 2019-2020 inaugurates the new program. This has presented several assessment challenges. First, although there are continuities between the old and new programs, there some tenuous comparisons. Second, professors have been in the process of restructuring their courses for both an online rollout as well as accelerated 7-week delivery. Third, at least two courses of the old program that were frequently assessed (500: Introduction to Communication and 502: Qualitative Methods) have been discontinued. Fourth, the number of students in the old program was dwindling, which was part of the reason the department was urged by the previous administration to consider a new program.

2019-2020 is a unique opportunity to begin again. Although the incoming class is quite small (n=3) even in comparison to past classes in the old program, this coming year is our first opportunity to gather data in order to assess the effectiveness of the new program. This year will, in short, establish an assessment baseline.

There are, however, opportunities for important reflection on the content regularities between the old and new program. By and large, and important exceptions to this trend are noted, the SLO benchmarks were achieved with regularity under the old program. With some SLO and rubric reform to clarify a) exactly what is being measured, b) remove redundancies, irrelevancies, and ephemera in the questions, and c) selecting assignments that fully exemplify the SLO in question, our assessment practices can improve. The director and the department's graduate committee have begun working more closely with professors as they build courses and plan assignments to integrate assessment more fully into the department's culture.

**Creative Writing MFA**

Master of Fine Arts in Creative Writing Program at the College of Charleston, which began in 2016, is still an emerging program, and we do not yet have enough longitudinal assessment data. Yet, in our first three years (and four application cycles) of the MFA Program, much has been evinced about the sustainability of this graduate program in this institution's climate. In order for the MFA Creative Writing Program to be sustainable, the institution needs make significant changes to how MFA graduate students are supported and funded.

Here is an overview report at the three-year mark:

**Report on the MFA Creative Writing Program (AY 2018-19)**

I. Enrollments
6 students graduated in May 2019; 2 students will graduate in Dec. 2019.
9 continuing (second-year) students; 1 second-year student withdrew from the program.
8 incoming students in Fall 2019.

II. Successes

Local and International Engagement:
Two MFA students have been involved with an arts education outreach program, in collaboration with the Gibbes Museum, at St. John’s High School where they taught creative writing one day a week for 16 weeks, and they are now putting together a literary journal of student work.

Two other MFA students taught creative writing to twelve University of Bahrain students. They travelled to Bahrain with Bret Lott at the end of April 2019.

Two MFA students read as the opening poet, as part of the Poetry Society of South Carolina’s reading series.

Several MFA students volunteered for the Charleston-to-Charleston Literary Festival in November.

Student Professionalization and Success:
GA positions held this year: Avery (2); Office of Nationally Competitive Awards; Honors BGS/FYE; Arts Mgt. Department; Grace Timko, Katelin McLaren, Dakota Reed, Rosie Kopman, Editorial Assistants at Crazyhorse (4) (working under the mentorship of Prof. Heinen); TAs (4) in ENGL 220 & 223 (working under the mentorship of profs. Drager, Jackson, Lott, Varallo).

We held two MFA Professionalization Events this year: Mary Biddinger, Editor of the Poetry Series at the University of Akron Press and Emily Nemens, Editor of the Paris Review.

Two students were awarded travel grants from Crazyhorse to attend AWP and assist with the Bookfair table.

MFA Creative Writing Awards ($500 each): Judge Jennifer Moore selected “Ecstasy with Caravaggio’s Francis (On Angel)” by Katrina Smolinsky as the poetry prize winner, and judge Michael Kardos selected “Lash Larue’s Back” by Christine McSwain as the winning story.

This year, five MFA students published poems or stories in literary journals.

Development and External Funding:
Total Funds (promised / gifted / granted): $1,209,192

**Donor Support:** The MFA program has attracted donor funds and has also secured an estate gift.
- Woodfin Fellowships: $20,000/year (recurring, 4 years; to date: $80,000)
- MFA Professionalization Series (2018-20): $10,000
- MFA General Scholarship Fund (2018-20): $10,000
- James Banks Memorial Scholarship: New endowed gift, $50,000. Also, $2,500 pledged annually for a total of four years to establish an annual scholarship while the endowment matures. This will provide one MFA (Studio) student, $2250/yr. (renewable).
- Planned estate gift (from Woodfin donor): $1 M: $500,000 to the MFA Program. $500,000 to the College of Charleston Foundation to build an unrestricted endowment.

**Grants:**

- U.S. Embassy Manama Grants Program (2018-20): $49,192 [secured by Bret Lott]

### III. Complications

**Campus Leadership and Vision:**
The Graduate School lacks stable leadership and vision, and it is currently led by a second interim Dean whose focus is split between two units. Directors routinely face unpredictable cuts to crucial student support in the form of GAs. The MFA program’s GA allotment was cut in half earlier this academic year (Dec. 2018) in the midst of recruitment season, and those GAs were only recently returned to the program in mid-Feb. 2019 after intensive lobbying. The MFA program, along with humanities MA programs, must compete for support with very different kinds of programs on campus (e.g., MPA, MBA, MS) as part of a standard local “model” for distributing funds, even as degrees, such as the MFA, have very different funding models nationally.

**Post-MFA Teaching Fellows:**
The Teaching Fellows program was launched and approved in our original program proposal. As stated in that proposal, two graduated MFA students would teach 3 sections of 110 per year in addition to 1 introductory CW course. A fellow is paid $18,000 for teaching four classes/yr. That program has encountered problems at the departmental level, where the burden for training these fellows has fallen to writing studies faculty who are already stretched thin with their own program-building efforts. It also has become clear that these funds would be much better used to recruit students or to support continuing students, and the MFA director has been actively working to gain the required approval to convert these post-MFA Teaching fellowship monies into additional (and irrevocable) GAs. This could turn those allotted fellowship monies of $36,000 into, at most, 2.5 new GAs (a full time GA costs $12,600).

In July 2018, the Provost signaled an interest in this proposal to convert these teaching fellowship funds into GAs for the MFA Program. This also had the support of Dept. Chair, HSS Dean,
interim Grad. Dean at the time, but in Sept. 2018, the Provost pulled back his support to re-assign funds.

**Graduate Student Funding and Enrollments:**
We currently have 4 full-time GA positions, 2 of which are tied to our Woodfin Fellows (at the will of the donor). The MFA director has asked, repeatedly, for HSS to match this donor gift by funding the 2 full time GAs that accompany the 4 Woodfin fellowships; but so far, there has been no positive movement to initiate a more responsive relationship of mutual investment to match donations/gifts.

This leaves the program with 2 full-time GAs to recruit and support current students, which leaves most MFA students without any kind of funding. Campus-wide GA positions are always a possibility, but these are unpredictable and competitive. This funding picture makes our MFA program less attractive to a national audience, and our applications and enrollments remain relatively low. For those we do admit, we too often see our students struggling financially and frustrated by the unpredictability of funding opportunities.

We have realized that there is only so much that a stellar faculty and superb locale can do for an MFA program that is easily in the bottom 10% nationally when it comes to support offered to students.

**Impact on Undergraduate Curriculum and Adjunct Reliance:**
We did not properly anticipate the impact the MFA program would have on our undergraduate CW program. Between director releases (2) and MFA courses (7), the MFA program “costs” the English Department 9 courses per year. This is approximately 25% of our classroom commitment at both undergraduate and graduate levels. When thesis hours are taken into consideration, CW faculty spend a disproportionate amount of time serving a small body of MFA students.

This not only takes our time and energy away from leading independent projects at the UG level, but it has also left us reliant—especially in poetry—on non-roster and adjunct faculty.

Out of 23 sections of ENGL 220: Poetry I taught (or projected to be taught) between Fall 2016 and Spring 2020, 8 sections were taught by TT-faculty, 4 were taught by a senior instructor, 5 were/will be taught by post-MFA fellows, and 6 were/will be taught by adjuncts. As noted earlier, the approved MFA program proposal stated that post-MFA teaching fellows would teach just 1 intro CW course per year as a way to balance quality and consistency in the gateway CW courses alongside what we understand to be an important professionalization opportunity for these students. The CW faculty have never supported the idea that 200-level intro CW courses would be staffed primarily by non-TT instructors; but, we are in a situation for next AY where 12 of the total 13 sections of ENGL 220 and 223 will be staffed by fellows and adjuncts. In Spring 2020, ENGL 377: Poetry II also will most likely be staffed by an adjunct.

As the new ENCW curriculum requires ENGL 377: Poetry II as well as ENGL 220: Poetry I (this change reflects an effort to make the concentration less vertical in its genre emphasis, and fills in a gap left by the reduction of 200-level survey requirements), this will take more roster faculty
out of the 200-level. The only course in the department that routinely and intentionally relies on adjuncts is ENGL 110, and no other gateway concentration course uses adjuncts in this way. I view our reliance on adjuncts in ENGL 220, then, as a significant problem that will only grow in the years ahead.

As sabbaticals for our two poetry faculty emerge predictably every few years, and as one poetry faculty member is now affiliated with AAST and will be contributing one class every four semesters to that program, we will have to increase this reliance on adjuncts. We cannot rely on Senior Instructors or post-MFA Fellows (which most likely will not continue after AY 2019-20 for strategic reasons and because the training pathways to ENGL 110 remain uncertain) to fill this gap. While we have a credentialed Senior Instructor who has contributed regularly to intro poetry courses in the past, that person is moving into the FYW director role next year and also will be teaching upper-level courses in the WRP curriculum. This represents yet another significant staffing deficit for CW poetry courses.

IV. Solutions

The CW faculty’s initial response to the above concerns was to suspend the program until we could more fully explore and advocate for what it would take to develop a moderately competitive MFA at the College. The administration has been listening to our concerns, but the prospect of suspending the program was met with resistance. The CW faculty hope that the changes and resources that we are advocating for in the face of threatened GA cuts, under-funding, and lack of responsiveness to donor support will yield positive results. Two of the most obvious solutions to the complications noted above, however, require broader departmental support. These include a formalized program for second-year MFA and MA students to teach in the 110 classroom, and a hiring priority in poetry / non-fiction.

i) Full-Tuition Waivers and Living Stipend for All Admitted MFA Students:
This is in line with all competitive MFA Creative Writing Programs across the nation. The MFA Creative Writing degree is a terminal degree, and students who pursue an MFA are doing so at great cost; it is not “bankable” or for-profit degree (unlike a MBA) where students can expect a certain salary and financial return on their investment in graduate education. An MFA degree brings cultural capital to an institution through student success a national attention with publishing. We are not investing enough financial support for students, and we are not attracting the best possible students. As noted above, out of 250+ MFA Creative Writing programs in the nation, we are in the bottom 10%. Our MFA program is under-resourced and it does not provide adequate professionalization opportunities (teaching, editing) for all admitted students. As a result of this, our MFA program does not attract enough applicants.

To make our MFA program viable and competitive, all admitted students could receive a full-tuition waiver, and MFA students could earn a living stipend through editorial work at the program’s literary journal, through working at a Writing Lab, and through the teaching of academic writing/first-year composition.
If funding a max enrollment of 24 MFA students (our current enrollment cap) is not possible, then we should consider reducing the enrollment cap to 8 new students a year, for a program total of maximum 16 students.

ii) Second-Year 110 Teaching for MFA and MA Students:
The English Department could follow through with plans that have been floated around in the past to allow second-year MFA and MA students to teach in the 110 classroom. Questions to consider include scale (how many students can we accommodate?); funding (at what rate will these instructors be paid and will they receive a tuition waiver?); training (does sufficient training require a summer practicum or a semester-long course, and how will those responsible for this training be compensated?); concerns about instruction quality; and impact on adjunct positions.

iii) Hire a TT or VAP Position in Poetry / Nonfiction:
Though enrollments in upper-level poetry courses might not immediately suggest the need for an additional hire in poetry (with a desirable secondary emphasis in nonfiction), it is clear that our staffing shortages (current and projected) and curricular needs do. We attempted to make a case for a poetry / nonfiction position during our hiring priorities meeting in Fall 2018. At that time early in the AY, the staffing forecast was not 100% clear; yet soon following, as needs became more clear, the MFA Director advocated for a Poetry VAP for AY 2019-20 to help cover undergraduate and MFA graduate courses, but met resistance as sabbatical replacements are more routinely offered for full-year sabbaticals given the cost of funding a VAP.

English MA

As this report has emphasized, because sample sizes are very small, the results of this assessment project will not be used to draw conclusions and, therefore, will not be used as evidence for any major curricular or program changes. The main goal of this year’s assessment, as it was for last year’s, is to build a benchmark set of results for use in comparison to the assessment results to come in AY 2019-20 and beyond.

This is not to say that a discussion of the findings is off the table. Indeed, the joint committee, English departments at both schools, and the graduate school of the College of Charleston should consider the results and discussion provided above for what they might indicate about our program and curriculum and, our students’ performance in relation to our program learning outcomes.

The program has made significant changes over the past couple years, such as the addition of a required introductory course, ENGL 511 (discussed above, in the results for LO 4), the elimination of a foreign language competence requirement, and the elimination of a comprehensive exam that had outlived its usefulness and the replacement of that examination with an ePortfolio that emphasizes the program’s learning outcomes and gives students agency in developing their analytical, critical, research, and writing skills. All of these changes have improved the program, and the first and last grew directly out of the assessment process, which laid bare the extent to which course-based writing by itself or in combination with the comprehensive examination were not enriching our students’ skills or building the dispositions needed to meet the important outcomes associated with professional practice in literary and cultural study. Along these lines, the introduction to our curriculum of ENGL 511 provided a
much-needed threshold course and the ePortfolio provided a potential useful culminating experience. ENGL 511 also allowed us to also begin to address more systematically our students’ need to understand the ways in which the MA in English can serve in career advancement and as a credential for a number of careers, many of which they may never have considered. We look forward to what our assessment efforts related to LO 4 can show us about how we are doing in this department.

Environmental Studies MS

History MA

Assessment results for the years 2015-16, 2016-17, 2017-18, and 2018-19 show that on average students graduating from the Master of Arts in History program are meeting and at times exceeding the targets in all three measures of historical research skills, writing skills, and historiographical skills. The results of our assessment of students' capstone projects (theses and seminar papers) are particularly positive and suggest that the program of study they pursue in our graduate program enable them to improve their performance on these crucial learning objectives.

After several years of poor assessment results from our incoming students, the results from 2018-19 were more positive. We have an exceptionally strong class entering in fall 2019, so the History MA Program is optimistic that this positive trend will continue.

During last year's assessment cycle, we identified a need to create a better mechanism for collecting and storing student theses and seminar papers to facilitate our assessment activities. In the 2018-19 academic year, new procedures were put in place to deal with this issue and all these and seminar papers were submitted, scanned, and stored electronically.

Public Administration MPA

This is the last year we will be using the format that has been used previously. In the 2018-2019 academic year, faculty, staff, students, alumni, employers, and our national accrediting body not only provided feedback, but also actively participated in the co-creation of a new assessment process that we believe better captures student learning while also providing faculty with useful information to improve content and teaching. The 2019-2020 assessment plan lays out the process and the measures we will collect to demonstrate progress on all five NASPAA competencies.

School of Languages, Cultures, and World Affairs

Languages MEd

After reviewing the findings, the LALE Executive Committee has determined that the current approach to measuring the newly approved and implemented SLOs is an effective one. We will continue to include clear instructions and examples of demonstrating knowledge and applications in the relevant courses and as students complete the portfolio. We have met our targets, but we will continue to work closely with students to meet and exceed expectations for these dimensions.
We would like more students to reach a score of exceed expectations and faculty will work together closely with students to produce higher quality submissions that exceed the standard.

School of Sciences and Mathematics

Computer Information Systems MS

The MS program met its program goals in 2018-19. The Computer Science specialization could not be assessed as neither course upon which it is assessed was taught in 2018-19. The Cybersecurity specialization and certificate partially met it goals, achieving two of its three goal outcomes in 2018-19. The Software Engineering and Information Systems specialization and certificates met their goals.

Course prerequisite changes (and course offering patterns) for some of the courses required for the Cybersecurity specialization and certificate go into effect in Fall 2019. It is expected that these changes will improve the success rate in student achievement of specialization/certificate outcomes in 2019-20.

For 2019-20, we don't have any "closing the loop" examples.

Note: the program is to undergo external review in 2019-2020.

Data Science and Analytics MS

The first students were accepted in Spring 2019 to start the program in Fall 2019, so there was no assessment for the year 2018-19.

Marine Biology MS

Assessment of the Graduate Program in Marine Biology (GPMB) consisted of three outcomes (broad knowledge in marine biology, science communication, and publication of thesis research), with two measures for each. Because the assessment plan has been evolving and expanding, some of the individual measures are ~ 7 years old, whereas others are less established (the youngest has only two years of data). Overall, the main theme appears to be year-to-year variability in performance among student cohorts, which is most likely due to corresponding variance in recruiting success. Thus, the GPMB’s main response to assessment results has been to increase recruiting efforts, including experimentation with several different methods (e.g., attending national meetings of undergraduate researchers, increasing use of various social media platforms, trying to develop articulation agreements for 3+2 plans). More specifically, regarding the three main outcomes in 2018-2019:

1. Broad Knowledge. Overall, results for 2018-2019 showed very slight change (some up, some down) vs. the previous year. Over a longer period of time, scores are still a bit down from when our recruiting was at an all-time high. Thus, major efforts here relate to recruiting, as described above. Measures have not been changed as we are still trying to establish a baseline, which has been complicated due to curricular and staffing changes to the GPMB core courses that are central to this outcome.

2. Science Communication. Targets were met in 2018-2019, but performance compared to the prior year was mixed (slightly up or down depending on measure). Overall, our students perform very well in this area. However, because the measures have been fine-tuned over the years, we’re still working to establish a baseline with both measures related to this outcome. In
addition, a key staffing change, as well as curricular changes (core course requirement went from 4 courses to “3 of 4” courses), these metrics will be very important to assess effects of these changes.

3. Thesis publication. Targets were not met in 2018-2019 and the second metric (publication of thesis in peer-reviewed journals) showed a dramatic decline relative to the two prior years of assessment. Although concerning, this represents one data point, so we will need additional data to determine if this result is an outlier or the start of a trend. Several changes to the Program have been made to improve performance in both measures including a new scoring rubric for thesis proposals (in 2017), added wording to the GPMB handbook and website about publication importance and expectations, and an added requirement (and sign-off form) that students discuss authorship with their thesis committee prior to submission of thesis proposal (both in 2019).

Mathematics Sciences MS

Students continue to do well in mastering theoretical knowledge and skills, communicating mathematics and statistics, and conducting independent projects. Two years ago, we moved away from assessing only one or two individual questions to a more holistic assessment of the final exams. This provides more meaningful information and some indication of areas that need improvement.

Regarding the mastering of core knowledge, the overall sense is that the students continue to do reasonably well. We regard the lower performance in Math 502 (with respect to previous years) as due to the combination of a new instructor and a final that contained some more specialized questions. Math 511 (Real Analysis I) continues to be the most challenging core course, as known and expected, but it showed a good improvement this year. This year also showed a remarkable number of students achieving nearly perfect scores in several core final, an indication of the rise in quality.

Students continue to perform exceptionally well at communicating technical results and methodology in their fields. We also noted rising enrollments in the Statistics courses.

Encouraging faculty to incorporate a project component in suitable courses and to engage in graduate research supervision has provided some good results. The number and quality of projects has been increasing. This year we were able to collect 40 projects, the most ever. This has also spurred professors to craft rubrics for evaluating projects and to also include verbal evaluations for each project. This is no easy task, since projects have multiple aspects. We want to leave professors the freedom to create rubrics that fit their courses and their teaching style. We are getting more information from the rubrics and the verbal evaluations, and it has become easier to identify trends as well as areas in need of improvement.

While the Graduate School Exit survey has been easy to use to assess student perception of how the learnt skills are connected to their goals, this year we only received two exit interviews (we had about 10 graduates).

Based on this analysis, we plan the following future interventions:
1. The new program director team have been developing further an informal bridge course to higher mathematics created a few years ago. This involves three core preparatory areas: proofs, linear algebra, and analysis. Dr. Kasman has been creating self-paced modules accessible online.

2. We will continue to strengthen the admission process when it comes to students who are very talented or driven, but are missing some background or have been out for a long time. Clearly, more careful vetting has lead to students with better chances of success, and this is reflected in this year’s student performance.

3. We will continue to monitor the performance of students in Math 502 and Math 511, two theoretical and quite challenging core courses, and consult often with the professors teaching these courses about ways to improve performance.

4. Dr. Langville is back from sabbatical. The new program director team plans to work with her to create a rubric for thesis defenses. Dr. Langville, in collaboration with graduate program alumna Kathryn Pedings-Behling, has constructed a very effective assessment rubric for projects and presentations, suitable for courses that have an applied/industrial focus (specifically Math 551 and Math 552).

Graduate Certificates

School of the Arts

Arts and Cultural Management

Beginning in 2014-2015, the graduate certificate program in Arts Management sought to (1) align its program goals and student learning outcomes (SLOs) to the graduate standards of the field's international professional association, the Association of Arts Administration Educators (AAAE); (2) provide an introductory though comprehensive course (PUBA 560) for students; (3) offer applied in- and out of class experiences and projects for students (PUBA 561, 562 and 563); (4) offer knowledge- and skills-based courses including arts and technology (PUBA 563); (5) design courses in the program that can meet the needs of a broad student population including emerging arts managers (recent graduates in the arts, arts management and related fields), working and mid-level professionals in the field, and students who are new to the discipline and field of arts management, the arts and the nonprofit sector; and (6) provide subject matter and courses not provided or offered as robust curricular experiences such as leadership, global issues, ethics, data management and technologies, social justice issues in the arts, community engagement, and advocacy.

Since 2017, the faculty have been engaged in envisioning new and revised graduate offerings. In 2018-19, a proposal for a new Graduate Certificate in Arts and Cultural Management (ARCM) was approved by the Faculty Senate and as of Fall 2019, it exists as a 15-credit hour program housed within the Arts Management program in the School of the Arts. ARCM replaces the previous graduate certificate in Arts Management (ARTM) associated with the Master of Public Administration. The Arts and Cultural Management Certificate will continue to serve students
seeking a concentration in the Master of Public Administration and MFA in Creative Writing programs.

The new Graduate Certificate Program in Arts and Cultural Management fulfills one of the College’s goals -- to “develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture, and location in Charleston and contribute to the well-being of the region” (Goal 2, College of Charleston | Strategic Plan, rev. February 2013, p. 11). Charleston, one of the country’s arts, historic and tourist destinations, gives the proposed certificate its particular niche, distinctive brand, and a competitive edge. This marketing identity is needed to recruit students and working professionals of diverse arts backgrounds from around the country who add to the regions’ business, educational and cultural workforce milieu.

Given the assessment results of SLOs #1, #2 and #3 over the past several years, beginning in Fall 2019, the following will be included in the curriculum of the new Graduate Certificate in Arts and Cultural Management:

(1) ARCM 560 (previously PUBA 560) will offer overview content for students with a wide range of experiences including those with minimal knowledge of the arts management field. Faculty will also provide a summer reading list for entering students who may need a refresher or for those who may need more exhaustive introductory engagement as new students to the discipline than will be presented in ARCM 560. More notably, ARCM 560 will include new and expanded topics that comport more closely with AAAE graduate standards such as leadership, global impacts of the arts, ethics, cultural policy, the arts in society and creative placemaking, and strategic planning and evaluation. Student learning outcomes that will connect with ARCM 560 will include (a) recognizing the role of arts and culture in community building; (b) introducing management and leadership principles central to effective organizations; (c) describing the ways in which rapid globalization is impacting arts organizations, audiences and managers; (d) assessing the role of strategic planning in organizational management; and (e) highlighting opportunities and challenges inherent in evaluating arts and cultural activities.

(2) ARCM 561 (previously PUBA 561) will continue to build on the success of its outcomes as a course that offers opportunities for students to understand the role of the patron as lifelong supporters of arts institutions. While grant writing has been assessed over the past several assessment cycles and students' performance targets have been consistently met and exceeded, faculty are interested in assessing other outcomes including testing and exploring students skills and interests by developing arts marketing, development, and audience research products to produce professional portfolios while working in tandem with individual cultural institutions.

(3) The new certificate program will establish immersive experiences and professional networking opportunities for students by building alliances with Spoleto Festival USA, the Gaillard Center, Gibbes Museum of Art, and other arts and cultural institutions in Charleston, the region, and the nation. ARCM 562 (a new course that replaces PUBA 562) is intended to provide students with an ongoing field experience at the Gaillard Center and the Gibbes Museum of Art and taught by two nationally-recognized Charleston arts administrators. The difficulty that some students have had in PUBA 560 with the Organizational Study (previously Case Study) assignment, will find a direct correlation between analyzing an organization's SWOT and best
practices in the new ARCM 560 and becoming immersed with two Charleston-based arts institutions (and taught by their senior leadership) for an entire semester in ARCM 562. The faculty believe students will complete these two courses with a better understanding of how visual and performing arts institutions actually operate. ARCM 562 will also address another important subject area in the field of arts management that has not been prominent nor assessed in courses in the previous certificate program -- financial management. The former Chief Financial Officer of the City of Charleston and current Chief Executive Officer of the Gaillard Center, and the Executive Director of the Gibbes Museum of Art, responsible for guiding their institutions through financially healthy times, are teaching students in ARCM 562. The Gaillard is recognized as one of the country’s flagship performance halls and the Gibbes Museum of Art houses one of the foremost collections of American art with Charleston as its backdrop. Both institutions will be used as teaching-learning laboratories in ARCM 562 along with their executive leaders.

(4) Another course is designed to introduce students to cloud-based data management and cybersecurity systems used in the arts, an area in AAAE's graduate standards that we have very minimally offered to students in the previous PUBA 563. The previous course focused solely on digital media but ARCM 563 -- Data Management and Cloud-Based Technologies for Arts and Cultural Organizations -- will expand the content of the course substantially. The course will be taught by Aspen Olmsted (former CofC Graduate Program Director in Computer Science) who has designed cloud-based software and trained staff to manage ticketing, fundraising and other data for Lincoln Center for the Performing Arts, New York Philharmonic, Carnegie Hall, New Jersey Performing Arts Center, J. Paul Getty Museum, Smithsonian Associates, Minneapolis Art Museum, and the Royal Festival Hall in London. Of the data management courses that do exist in many of AAAE’s arts administration programs, most are designed as utilitarian experiences for marketing, fundraising, and ticketing operations. Few courses include a study of the design and engineering of data programs in the arts, an understanding of cybersecurity and arts data/management, along with professional training of data management programs for use in arts organizations. ARCM 563 will offer students each of these experiences.

(5) Other new contexts in the new certificate include more expansive and community-based perspectives of arts education than the current PUBA 564 offers. The new ARCM 564 is more closely aligned with social justice, community engagement, and arts advocacy subject matter that is represented in AAAE's graduate standards.

ARCM's 2019-2020 assessment plan will use SLOs of some of the program's new and revised courses described above for the next several assessment cycles.

School of Education, Health, and Human Performance

Gifted and Talented Education

There are no results at this time as there has been a moratorium on accepting new students because 1) the roster faculty member who teaches in and directs the program has had time reallocation due to a five year federal grant; and 2) due to no dedicated faculty time, regular course offerings have not been possible.
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<th>School of Humanities and Social Sciences</th>
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<td>Urban and Regional Planning</td>
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<th>School of Languages, Cultures, and World Affairs</th>
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<td>ESOL 1</td>
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Results have been discussed with faculty and the ESOL Executive committee. As the new SLOs were approved and implemented in January 2019, the data measured is the first assessment cycle. We will use the results as a baseline for future assessment cycles.

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<th>School of Sciences and Mathematics</th>
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<td>Cybersecurity</td>
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In this academic year, we updated the order in which the cybersecurity courses will be taken in the future. Based on earlier assessment results and anecdotal observations of instructors, there was an agreement that students would benefit from having completed 632 before taking 641. This change will be in effect for academic year 2019-20.

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<th>Information Systems</th>
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Note, we cannot distinguish IS specialization from IS certificate students. All outcomes were satisfactorily met. No immediate changes to any of the courses are planned at this time.

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<th>Operations Research</th>
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There are a few issues with OR Certificate assessment.

1) OR students cannot be identified easily (e.g., some enroll in the Certificate as part of their MS). Therefore, we use final exams for all students in the courses such as Math 502 and Math 552.

2) The Exit Survey is slightly problematic for assessing the OR Certificate, but a much better tool than other kinds of more targeted surveys. The issue when using Exit Survey is not many students participate. Next year, we will gather data from Exit Surveys over a three-year. We should be able to get a better snapshot of how well the program serves our students. We will also suggest that the Graduate School encourage new graduates to fill out the Exit Interview. In the past, we received more data. This year, only two students out of a group of about ten graduates filled out the Exit Survey.

We are receiving good information from combining the score on the final exams and a more in depth analysis of the individual questions (See, for an example, the attached Summary Math 502 F18). By looking at the Math 502 final grade as well as the individual exams, we can see clearly that students learn when the core theoretical skills and that by looking at the survey responses, we see that they find these skills relevant and important for their goals.
The percentage of students performing at a satisfactory level in Math 502 is significantly lower than past years. We note that a new professor taught the course, so this may be a factor. When analyzing the individual questions, we noted several students lost points by missing a more specialized (rather than core) question in the final. In particular, half of the students underperformed on one specific question that involved a definition on a topic (positive linear operators) that is sometimes covered and sometimes not in such a core course. Also, questions on algebraic numbers showed a poor performance.

We discussed these findings with the course instructor. He was overall satisfied with the students’ performance in homeworks and tests during the semester, and he conveyed the following assessment and plans for improving student performance:

I looked at my version of Math 502 test and found some notes. I think it is a good comprehensive test of appropriate level of difficulty.

Here is what I plan to improve this test:

1) Correct typos. I noted 2 so far.

2) Use version of problem #11 which does not depend on #6. I thought that everybody knew the answer to #6, but the students corrected my misconception.

3) Use less abstract algebra applications and more analysis applications. This will reflect the change I am going introduce in my lectures as well.

Student continue to do well on core theoretical knowledge and skills, and core modeling knowledge and skills. The move away from assessing only one or two individual questions to a more holistic assessment of the final exams is paying off. It is easier to analyze whether there are significant weaknesses.

The Graduate School Exit survey is easy to use and corroborates the fact that students have been learning core theoretical skills well and they are aware that such skills are connected to their goals (in this case, employment)

Students are doing exceptionally well at communicating technical results and methodology in their fields. Encouraging faculty to incorporate a project component in suitable courses and to engage in graduate research supervision has provided some good results. In 2018-2019, the number and quality of project has risen.

Also, Dr. Langville together with graduate program alumna Kathryn Pedings-Behling has constructed a very effective assessment rubric for projects and presentations, suitable for courses that have an applied/industrial focus (specifically Math 551 and Math 552). Inspire by her example, we are in the process of creating better rubrics for Theses, and other projects and presentations.
Software Engineering

This certificate accepted its first student in Spring 2019.

Statistics

There are a few issues with Stat Certificate assessment.

1) Since we established the Statistics Concentration, we expect very few students picking up the Statistics Certificate as part of the MS, as opposed to the OR Certificate that a good number of students earn along the way in the MS program.

2) The Exit Survey is slightly problematic for assessing the Stat Certificate, but a much better tool than other kinds of more targeted surveys. The issue when using Exit Survey is not many students participate. Next year, we will gather data from Exit Surveys over a three-year. We should be able to get a better snapshot of how well the program serves our students. We will also suggest that the Graduate School encourage new graduates to fill out the Exit Interview. In the past, we received more data. This year, only two students out of a group of about ten graduates filled out the Exit Survey.

Student continue to do well on core theoretical knowledge and skills, and core modeling knowledge and skills. The move away from assessing only one or two individual questions to a more holistic assessment of the final exams is paying off. It is easier to analyze whether there are significant weaknesses.

The overall sense is that the students continue to do well.

The Graduate School Exit survey is easy to use and corroborates the fact that students have been learning core theoretical skills well and are aware that such skills are connected to their goals (in this case, employment)

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