RADFORD UNIVERSITY

RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC AFFAIRS COMMITTEE MEETING
10:30 A.M.**
SEPTEMBER 15, 2016
BOARD ROOM
THIRD FLOOR – MARTIN HALL
RADFORD, VIRGINIA

DRAFT

AGENDA

- **CALL TO ORDER**   Dr. Susan Whealler Johnston*, Chair*

- **APPROVAL OF AGENDA**   Dr. Susan Whealler Johnston*, Chair*

- **APPROVAL OF MINUTES**   Dr. Susan Whealler Johnston*, Chair*
      May 5, 2016

- **ACADEMIC AFFAIRS REPORT**   Dr. Joseph Scartelli, *Interim Provost and Vice President for Academic*
    o   Report from the Provost   *Affairs*

- **REPORT FROM THE FACULTY SENATE**   Dr. Carter Turner, *President*
  PRESIDENT   *Faculty Senate & Professor Department of Philosophy and Religious Studies*

- **STRATEGIC DISCUSSION ON ACADEMIC**   Dr. Susan Whealler Johnston*, Chair*
  EXCELLENCE AND QUALITY

- **OTHER BUSINESS**   Dr. Susan Whealler Johnston*, Chair*

- **ADJOURNMENT**   Dr. Susan Whealler Johnston*, Chair*

** All start times for committees are approximate only. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.

Academic Affairs Committee
Dr. Susan Whealler Johnston, Chair   Ms. Anne Segaloff
Mr. Randolph "Randy" J. Marcus, Vice Chair   Dr. Carter Turner (non-voting, faculty advisory
Ms. Krisha Chachra   member)
Dr. Rachel D. Fowlkes

MINUTES FROM MAY 5, 2016 MEETING

RADFORD UNIVERSITY

RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC AFFAIRS COMMITTEE
2:30 P.M.
MAY 5, 2016
BOARD ROOM
MARTIN HALL-THIRD FLOOR
RADFORD UNIVERSITY

DRAFT

MINUTES

COMMITTEE MEMBERS PRESENT

Mr. Randolph "Randy" J. Marcus, Chair
Ms. Ruby W. Rogers, Vice Chair
Ms. Mary Waugh Campbell
Ms. Krisha Chachra
Dr. Javaid Siddiqi
Dr. Jerry M. Kopf, faculty representative (non-voting, advisory member)
Mr. Anthony R. Bedell, Rector
Mr. Christopher Wade, Vice Rector

OTHER BOARD MEMBERS PRESENT

Ms. Callie M. Dalton
Dr. Kevin R. Dye
Ms. Mary Ann Hovis
Dr. Susan Whealler Johnston
Ms. Alethea "A.J." Robinson
Mr. Steve Robinson
Ms. Georgia Anne Snyder-Falkinham
Ms. Hannah Gullickson, student representative (non-voting, advisory member)

OTHERS PRESENT

President Penelope W. Kyle
Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer
Mr. Danny M. Kemp, Vice President for Information Technology & Chief Information Officer
Dr. Joe Scartelli, Interim Provost and Vice President for Academic Affairs
Dr. Mark Shanley, Vice President for Student Affairs
Ms. Margaret McManus, University Auditor
Ms. Michele N. Schumacher, Secretary to the Board of Visitors
Mr. Allen T. Wilson, Assistant Attorney General, Commonwealth of Virginia
Radford University faculty and staff

CALL TO ORDER

Mr. Randolph "Randy" J. Marcus, Chair, formally called the meeting to order at 2:00 p.m. in the Board Room, Third Floor-Martin Hall on the campus of Radford University and noted that pursuant to the draft Agenda as published "All start times for committees are approximate only. Committees meetings may begin either before or after the listed approximate start time as committee members are ready to proceed."

APPROVAL OF AGENDA

Mr. Marcus asked for a motion to approve the May 5, 2016 agenda, as published. Ms. Mary W. Campbell so moved, and Ms. Ruby W. Rogers seconded and the agenda, as published, was unanimously adopted.

APPROVAL OF MINUTES

Mr. Marcus asked for a motion to approve the minutes of the February 1, 2016 meeting of the Academic Affairs Committee, as published. Ms. Rogers so moved and Ms. Chachra, seconded the motion, and the February 1, 2016 minutes were unanimously approved. A copy of the approved minutes can be found at http://www.radford.edu/content/bov/home/meetings/minutes.html.

ACTION ITEMS

Mr. Marcus stated that there were several action items and asked Dr. Joseph Scartelli, Interim Provost and Vice President for Academic Affairs to review the items with the Committee.

Faculty Tenure Recommendation:
Dr. Scartelli noted that the list of the individuals for whom the University is requesting tenure effective for the 2016-2017 academic year have met the requirements for tenure.   The Committee then discussed the faculty tenure recommendations and Mr. Marcus asked for a motion recommending that the Board of Visitors approve the resolution for faculty tenure. Ms. Campbell so moved and Ms. Rogers seconded and after discussion the motion was unanimously carried.   A copy of the resolution for faculty tenure is attached hereto as *Attachment A* and is made a part hereof.

Graduate Communications Program Name Change
Dr. Scartelli stated the second action item is the approval of a communications program name change in the College of Graduate Studies and Research, specifically changing the Corporate and Professional Communication program to the Strategic Communication program. Mr. Marcus then asked for a motion to recommend approval of the resolution changing the name of the Graduate Program Corporate and Professional Communication to Strategic Communication program. Ms. Campbell so moved and Ms. Rogers seconded and the recommendation was unanimously approved. A copy of the resolution is attached hereto as *Attachment B* and is made a part hereof.

Amendments to the Teaching and Research Faculty Handbook
Dr. Scartelli noted that the last action item concerns amendments to the Teaching and Research Handbook. He stated that the first amendment is to Section 1.1.3 entitled Special Purpose Faculty to permit part-time appointments; the second amendment is Section 3.1.2. entitled Teaching Overloads

which would require the Provost to also approve any teaching overloads that would require additional compensation and would also specify how the compensation should be calculated; and the third amendment is to Section 3.1.3 entitled University Summer Employment which would change the name of the section from University Summer Employment to University Employment Outside the Base Contract and would set forth how the compensation would be determined. He noted that the base contract today is a nine-month term and is for teaching four courses per semester, which is equivalent to 12 credit hours in the fall semester and the spring semester. The amendment to 3.1.3 would provide additional compensation for teaching during the intersessions, with the proviso that any increases or assignments are subject to funding availability.

A discussion regarding faculty overloads ensued as well as a discussion on the potential financial impact to the University regarding the amendments to sections 3.1.2 and 3.1.3.

After the discussion, Mr. Marcus asked for a motion to table the consideration of the amendments to sections 3.1.2 and 3.1.3 until September 2016 meeting pending the Committee's receipt of additional information as to the potential financial impact these amendments may have on the University's budget. Ms. Chachra so moved and Dr. Siddiqi seconded and the motion to table consideration of the amendments to sections 3.1.2 and 3.1.3 was unanimously approved.

Mr. Marcus also asked for a motion to recommend to the Board of Visitors approval of the resolution amending Section 1.1.3 entitled Special Purpose Faculty of the Teaching and Research Faculty Handbook to permit the hiring of part-time special purpose faculty. Ms. Chachra so moved and Dr. Siddiqi seconded and the motion was unanimously approved. A copy of the resolution is attached hereto as *Attachment C* and is made a part hereof.

REPORT FROM THE PROVOST

Dr. Joseph Scartelli, Interim Provost and Vice President for Academic Affairs, informed the Committee of the faculty who received promotions and those that received emeriti status. In addition, he noted that at the request of the Board, the Academic Affairs Division had undertaken a cost-benefit analysis for each program as selected by the Board of Visitors and/or the College Deans. He continued that the cost-benefit analysis for the last of the programs to be reviewed have been provided to the Committee members in advance of this meeting. A copy of Dr. Scartelli's reports are attached hereto as *Attachments D-1, D-2 and D-3* and are made a part hereof.

Mr. James Pennix, Dean of Admissions and Enrollment Management, provided an update on new freshman and transfer applications to date. He noted that recruitment in the current environment is very challenging especially the increased competition in the Virginia marketplace from the Commonwealth's public flagship institutions which have increased enrollment goals; the Virginia marketplace has also become very mobile, especially in northern Virginia region where there is access to various modes of transportation and out-of-state students can easily travel to the universities and colleges located in northern Virginia; college affordability is an issue; and the Radford University brand in the marketplace. Mr. Pennix reviewed the Fall 2016 Admissions data to date noting that there were 1774 freshman students and 440 transfer students who had paid deposits as of May 4, 2016, stating that these numbers were down from the previous year. He also reviewed the number of applicants for both in-state students and out-of-state students. Mr. Pennix

then reviewed with the Committee recruitment strategy for the summer 2016 and stated that the Department will analyze and assess and re-assess the recruit plan and strategies.

The Committee discussed the enrollment trends for the Fall 2016 semester and discussed how retention and enrollment go hand-in-hand. It was noted that enrollment and recruitment is not just a job of the Admissions Office but must be a joint effort among faculty, staff and the Board.

Mr. Marcus then announced that this meeting was Dr. Jerry M. Kopf's last Committee meeting and thanked him for his service on the Board of Visitors. Mr. Marcus also stated that Ms. Ruby Rogers has been Vice-Chair of the Committee for the last two years, and as she will not be returning after her term ends, he, effective immediately, resigns as Chairman of the Academic Affairs Committee and turns the gavel and Chairmanship over to Ms. Rogers.

Dr. Ebenezer Kolajo, provided a student learning outcomes assessment report that reviewed how student learning occurs at Radford, looking at both internal and external drivers of academic assessment, explained how student learning assessment occurs at the University, what faculty and administrators do with that assessment, and how the assessments are used to improve the teaching and learning. Dr. Kolajo also provided an overview of learning assessment at Radford University specifically discussing the core curriculum, the annual academic programs, the five-year program review and the quality enhancement plan. He also explained the University's use of the assessment results can be used for improvements in student learning.   A copy of Dr. Kolajo's report and presentation are attached hereto as ***Attachments E-1 and E-2*** and are made a part hereof.

The Committee also discussed how the student learning outcome assessment reports, and the cost-benefit analysis report can be used by the University to ensure that the students attending Radford University are getting an education that will benefit them in the workforce, and that the University is offering the courses and programs that students of today want and need.

Ms. Rogers thanked Dr. Scartelli, Dr. Kolajo and Mr. Pennix for their reports.

REPORT FROM THE FACULTY SENATE PRESIDENT

Dr. Jerry M. Kopf, Faculty Senate President stated he would not be providing a report.

ADJOURNMENT

With no further business to come before the Committee, Ms. Ruby W. Rogers, Chair, adjourned the meeting at 4:35 p.m.

Respectfully submitted,

Ms. Michele N. Schumacher
Secretary to the Board of Visitors

RESOLUTION OF TENURE RECOMMENDATIONS

MAY 6, 2016

WHEREAS, the tenure-track faculty are appointed initially on one-year contracts and throughout the probationary period, which is normally six years, they are subject to reappointment annually upon recommendation by the Department Personnel Committee, the Department Chair, the College Dean, the Provost, and the President, and

WHEREAS, no later than the beginning of the fall semester of the sixth year of full-time appointment, tenure-track faculty are notified by their Department Chairs of their eligibility for consideration for award of tenure and candidates for tenure must submit to their Department Personnel Committees pertinent information regarding their qualification for tenure, including a statement justifying the granting of tenure, all past performance evaluations, including a summary of student evaluations and any peer evaluations, a current curriculum vita, and any other relevant documentation, and

WHEREAS, criteria for the award of tenure include: the continuing need for the individual's expertise; the individual's teaching effectiveness; effectiveness as an advisor; professional development; participation in University co-curricular activities; committee work; cooperation with colleagues; and contributions towards the objectives of the department, college, and University, and

WHEREAS, upon consideration of the candidate's achievement of the above criteria, the Department Personnel Committee submits its recommendation to the Department Chair, who in turn submits his or her recommendation to the College Dean. The Dean submits his or her recommendation to the Provost, and the Provost submits his or her recommendation in each case to the President. At each stage, the recommendation is added to the previous recommendations, and all are transmitted to the next level. Copies of each recommendation, together with justification, are sent to the faculty member, who has the right to appeal negative recommendations to the Faculty Grievance Committee, and

WHEREAS, the final authority for awarding or denying tenure lies with the Board of Visitors of Radford University and all of the faculty members listed below have met the criteria for award of tenure,

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Name	Current Rank	Department
Jyotsna Sharman	Assistant Professor	Department of Health and Human Performance
Allyster Brooke Blanks	Assistant Professor	School of Teacher Education and Leadership

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES

Name	Current Rank	Department
Tanya B. Corbin	Assistant Professor	Department of Political Science
Jared J. Caughron	Associate Professor	Department of Psychology

COLLEGE OF SCIENCE AND TECHNOLOGY

Name	Current Rank	Department
Sara O'Brien	Assistant Professor	Department of Biology
Andrew Scott Foy	Assistant Professor	Department of Geospatial Science
Tingyao Xiong	Assistant Professor	Department of Mathematics and Statistics
Jean M. Mistele	Assistant Professor	Department of Mathematics and Statistics

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

Name	Current Rank	Department
Victoria H. Bierman	Assistant Professor	School of Nursing
Eunyoung Lee	Assistant Professor	School of Nursing
Laura E. LaRue	Assistant Professor	School of Nursing
Anthony R. Ramsey	Assistant Professor	School of Nursing
Rana Suzane Duncan-Daston	Associate Professor	School of Social Work

THEREFORE, BE IT RESOLVED, that the Board of Visitors approves Tenure for the individuals listed above to become effective the 2016-2017 academic year.

Resolution Program Name Change
May 6, 2016

BE IT RESOLVED, that the Board of Visitors of Radford University approves the change of the name of the **Corporate and Professional Communication** program to **Strategic Communication** program.

Attachment C

**Resolution to Amend the
Teaching and Research Faculty Handbook**

May 6, 2016

WHEREAS, All proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook, and

WHEREAS, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University, and

WHEREAS, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it, and

WHEREAS, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language, and

WHEREAS, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate.

WHEREAS, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Affairs Committee who will in turn make recommendations to the member of the full Board of Visitors.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Radford University hereby approve in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* Section 1.1.3 - Special Purpose Faculty of the *Teaching and Research Faculty Handbook* is hereby amended to permit the employment of part-time special purpose faculty. Said section is to now read as follows (additions are in **red**):

1.1.3 Special Purpose Faculty
Special purpose faculty positions provide special faculty functions such as clinical supervision, writing instruction, or internship supervision. Special purpose faculty hold continuing, full-time or part-time appointments, subject to annual reappointment, without eligibility for tenure, and are subject to annual reappointment as described in section 1.5 of this Handbook. Such appointments carry rank with opportunity for promotion and carry full or part-time benefits, as outlined in the Personnel Information Manual, except in cases of certain leaves. A terminal degree in the discipline is not required for appointment; however,

special purpose faculty must hold an advanced degree consistent with the accreditation criteria of the discipline and the Southern Association of Colleges and Schools.

INFORMATIONAL ITEM

ACADEMIC AFFAIRS 2016-2017
PROMOTION RECOMMENDATIONS WITH SALARY INCREMENTS

The following Teaching and Research faculty members have been recommended for promotion by their respective Department Promotion Committees, Department Chairs, and College Deans and approved by the Provost and President.

<u>COLLEGE OF BUSINESS AND ECONOMICS</u>

Name	Proposed Rank	Department
John Stephen Childers	Professor	Department of Management
Andrea J. Stanaland	Professor	Department of Marketing

<u>COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT</u>

Name	Proposed Rank	Department
Jyotsna Sharman	Associate Professor	Department of Health and Human Performance
Melissa L. Grim	Professor	Department of Health and Human Performance
Allyster Brooke Blanks	Associate Professor	School of Teacher Education and Leadership
Kristan A. Morrison	Professor	School of Teacher Education and Leadership

<u>COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCE</u>

Name	Proposed Rank	Department
Egan K. Green	Professor	Department of Criminal Justice
Pamela N. Hendrix	Professor	Department of Criminal Justice
Michele D. Ren	Associate Professor	Department of English
Guy Stanwood Axtell	Professor	Department of Philosophy and Religious Studies
Tanya B. Corbin	Associate Professor	Department of Political Science

<u>COLLEGE OF SCIENCE AND TECHNOLOGY</u>

Name	Proposed Rank	Department
Sara O'Brien	Associate Professor	Department of Biology
Andrew Scott Foy	Associate Professor	Department of Geospatial Science
Charles G. Manyara	Professor	Department of Geospatial Science
Tingyao Xiong	Associate Professor	Department of Mathematics and Statistics

<u>COLLEGE OF VISUAL AND PERFORMING ARTS</u>

Name	Proposed Rank	Department
Ronald Wayne Gallops	Professor	Department of Music

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

Name	Proposed Rank	Department
Victoria H. Bierman	Associate Professor	School of Nursing
Eunyoung Lee	Associate Professor	School of Nursing
Laura E. LaRue	Associate Professor	School of Nursing
Anthony R. Ramsey	Associate Professor	School of Nursing
Rana Suzane Duncan-Daston	Professor	School of Social Work
Etty Vandsburger	Professor	School of Social Work

MCCONNELL LIBRARY

Name	Proposed Rank	Department
Lisa Vassady	Associate Professor	McConnell Library
Katelyn Tucker	Assistant Professor	McConnell Library

It has been the practice of Radford University to recognize faculty promotions at the beginning of the next academic year with a salary adjustment according to rank. The following increments were approved by the Board of Visitors and are recommended for 2016-2017 academic year.

Promotion to Assistant Professor	$2,500
Promotion to Associate Professor	$3,500
Promotion to Professor	$5,000

Information Only

Emeritus Faculty

- Criteria for the awarding of emeritus faculty status are:
    - a minimum of ten years of service to Radford University;
    - evidence of effective teaching; and
    - significant professional contributions

- The privileges and responsibilities attached to emeritus status include:

    - the use of the library;
    - use of those athletic facilities available to regular faculty;
    - use of a university computer account;
    - a Radford University identification card and special event discounts available with it; and
    - attendance at University functions that are open to all regular faculty

- Based on recommendations from the Department Personnel Committee, the Department Chair, the College Dean, and the Provost, the President has awarded emeritus status to the following retired or deceased faculty members.

Faculty being awarded faculty emeritus status is:

Dr. Bruce Blaylock   Department of Management
Dr. Joe King   Department of Psychology
Dr. Donald Samson   Department of English
Dr. Kathryn Kelly   Department of English
Dr. Hilary Lips   Department of Psychology

Dr. Bob Hendrickson   School of Social Work
Dr. Hendrickson passed away on March 11, 2016 and is being awarded emeritus status posthumously

RADFORD UNIVERSITY
Academic Affairs

Board of Visitors – Committee Meeting

Academic Program Benefit-Cost Analyses

May 5, 2016

Radford, Virginia

Introduction:

There are various methodologies for assessing academic program which include:
- Academic Program Review
- Program Prioritization
- Benefit-Cost Analysis

The following pages represent the **Benefit-Cost Analyses** for academic programs as selected by the College Deans.
- **College of Human Behavioral Sciences**
  - o Communication (B.A., B.S., M.S.)
  - o Media Studies (B.A., B.S.)
  - o English (B.A., B.S., M.S.)
  - o Philosophy and Religious Studies (B.A., B.S.)
  - o Political Science (B.A., B.S.)
  - o Sociology (B.A., B.S.)
- **College of Business and Economics**
  - o Economics (B.S., B.B.A.)
  - o Management (B.B.A., M.B.A.)
- **College of Education and Human Development**
  - o Athletic Training (B.S.)
  - o Counselor Education (M.S.)
  - o Educational Leadership (M.S.)
  - o Literacy Education (M.S.)
  - o Foods and Nutrition (B.S.)
- **Waldron College of Health and Human Services**
  - o Communication Sciences and Disorders (B.A., B.S., M.A., M.S.)
  - o Occupational Therapy (M.O.T.)
  - o Physical Therapy (D.P.T.)
  - o Nursing Practice (D.N.P.)
- **College of Visual and Performing Arts**
  - o Art (B.A., B.S., B.F.A.)
  - o Music (B.A., B.S., B.M., M.A., M.S.)

- **College of Sciences and Technology**
  - o Anthropological Sciences (B.A., B.S.)
  - o Chemistry (B.S.)
  - o Geospatial (B.A., B.S.)
  - o Physics (B.A., B.S.)
- **Supplemental Analysis Data**
  - o Interdisciplinary Studies (B.A., B.S.)
  - o Secondary Education
  - o Core Curriculum

<p style="text-align:center">Definitions and Sources:</p>

Departmental Resources: Direct expenses are represented in the data.

    Positions:

        Full-Time Positions

        Definition: *Full-time equivalent (FTE) number of positions.*

        Source: *Radford University Institutional Research (Human Resources File)*

        Adjunct Positions

        Definition: *Part-time instructors assigned to teach in Fall 2013.*

        Source: *Radford University Institutional Research*

    Direct Expenses:

        Personal Services:

        Definition: *Total 2013-14 personal services charges directly attributed to the finance organization associated the respective academic program. Academic programs were mapped to the appropriate finance organization based on the format used by the University to submit annual data to the National Study of Instructional Costs and Productivity (The Delaware Study).*

        Source: Office of Budget & Financial Planning

        Non-Personal Services:

        Definition: *Total 2013-14 non-personal services charges directly attributed to the finance organization associated the respective academic program. Academic programs were mapped to the appropriate finance organization based on the format used by the University to submit annual data to the National Study of Instructional Costs and Productivity (The Delaware Study).*

        Source: Office of Budget & Financial Planning

Direct Revenue: Definition: *Attributed portion of total tuition revenue. Of the total tuition receipted in 2013-14, 80% was allocated on the basis of credit hour production within each program while the remaining 20% was allocated on the basis of first FTE majors.*

        Source: Office of Budget & Financial Planning

Outreach Activity:

Public Service Activity:

Definition: *Total revenue generated through public service activities associated with the department.*

Source: Office of Budget & Financial Planning

External Grant Activity:

Definition: *Total revenue generated through public service activities associated with the department.*

Source: Office of Academic Budgets & Administration

Total Outreach Activity:

Definition: *Sum of total Public Service and External Grant Revenue receipted in 2013-14.*

Source: Calculation

Program Statistics:

Number of Majors Headcount (first and second major):

Definition: *Total headcount of first and second majors during Fall 2013.*

Source: *Radford University Institutional Research (Fall Headcount File)*

Credits Generally Annually:

Definition: *Total number of credits generated by courses taught within the program during the 2013-14 academic year.*

Source: *Radford University Institutional Research (Census)*

Credits per Faculty FTE (Fall Semester):

Definition: *Calculation of credits divided by the FTE faculty in a program during Fall 2013.*

Source: *Radford University Institutional Research (Census)*

Degrees Added:

Definition: *Total number of degrees awarded to first and second majors during the 2013-14 academic year.*

Source: *Radford University Institutional Research (Degrees Conferred File)*

Student Demand for Program:

Applications:

Definition: *Number of applications of new freshmen + applications of transfers for Fall 2013.*

Source: *Radford University Institutional Research (Applications File)*

Admits:

Definition: *Number of admitted new freshmen + admitted transfers for Fall 2013.*

Source: *Radford University Institutional Research (Applications File)*

Enrolled – New Students:

Definition: *Number of enrolled new freshmen + enrolled transfers for Fall 2013.*

Source: *Radford University Institutional Research (Fall Headcount File)*

Total Program Enrollment:

Definition: *Total headcount of first and second majors during Fall 2013.*

Source: *Radford University Institutional Research (Fall Headcount File)*

Workforce Demand for Program:

Announced Jobs

Definition: *Number of announced job opportunities by occupation/program code within Virginia during calendar year 2014.*

Source: *Virginia Employment Commission's Labor Market Information at https://data.virginialmi.com/vosnet/Default.aspx*

Projected Occupational Outlook

Definition: *10 Year projected change within this program/occupation in Virginia from 2012 to 2022.*

Source: *Virginia Employment Commission's Labor Market Information at https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=occproj*

Starting Salary (National data):

Definition: *Self-reported starting salaries of 2014 graduates employed full-time, identified by the graduates' academic program.*

Source: *National Association for Colleges and Employers for the Class of 2014 First Destination Survey (nationwide) at http://www.naceweb.org/surveys/first-destination.aspx*

Program Accreditations: *Program accreditors are listed based on program, if accreditation exists.*

Source: *Academic Departments*

Exam Pass Rates: *Exam pass rates provided by individual program based on discipline and type of exams (if data was available).*

Source: *Academic Departments*

Graduate Outcomes

Job Placement

Definition: *Calculated percentage of the number of graduates with jobs to the total number of graduates based on records collected from the Virginia Employment Commission, based on a rolling five-year average from 2005-10.*

Source: *SCHEV Post-Completion Wages of Graduates WG02 Report during the rolling five-year average from http://research.schev.edu/eom/opportunity02_report.asp"*

Median Entering Salary

Definition: *Median salary of graduates within 18 months of completion based on records collected from the Virginia Employment Commission, based on a rolling five-year average from 2005-10 adjusted for inflation to 2014 using the US Bureau of Labor Statistics CPI calculator.*

Source: *SCHEV Post-Completion Wages of Graduates WG02 Report from http://research.schev.edu/eom/opportunity02_report.asp. This does not include any graduates employed outside Virginia.*

Graduate School Pursuit

Definition: *Number of graduates who enrolled in any graduate school within one year after completing the program.*

Source: *National Student Clearinghouse at http://www.studentclearinghouse.org/colleges/studenttracker/*

Lifetime Earnings Expectation

Definition: *Total estimated lifetime earnings from career start to retirement.*

Source: *US Census Bureau's Annual American Community Survey with earnings projections calculated by the Brookings Institution Hamilton Project at* http://www.hamiltonproject.org/charts/career_earnings_by_college_major *Methodology about the survey and data sources can be found at* https://www.census.gov/programs-surveys/acs/methodology.html

Retention Rate Percentages of Majors (Freshmen – Sophomore)

Definition: *Percentage of new freshmen in the program who return to Radford University for their second year of college.*

Source: *Radford University Institutional Research (Fall Headcount File)*

Time to Degree

Radford University

Definition: *Average length in years from start to finish for program completion.*

Source: *Radford University Institutional Research (Course Enrollment & Degrees Conferred Files)*

Nationally

Definition: *Average length in years from start to finish for program completion.*

Source: *US Department of Education: 55 months for bachelor's degree completers at public institutions from the 2007 beginning cohort (latest available data) at* https://nces.ed.gov/fastfacts/display.asp?id=569

University Statistics

Student Loan Repayment

Radford University

Definition: *Percentage of students who have repaid any amount of the principal on federal loan debt within three years after leaving.*
Source: *US Department of Education's College Scorecard at* https://collegescorecard.ed.gov/school/?233277-Radford-University

Nationally

Definition: *Percentage of students nationwide who have repaid any amount of the principal on federal loan debt within three years after leaving.* Source: *US Department of Education's College Scorecard at* https://collegescorecard.ed.gov/school/?233277-Radford-University

Cost/Benefit Analysis
Methods and Sources
Academic Year 2013-2014

Departmental Resources	
Positions T&R Faculty Admin/Professional Faculty Classified Staff	Definition: Full-time equivalent (FTE) number of positions. Source: RU Institutional Research (Human Resources File)
Total Full-Time Positions	Definition: Sum of 2013-14 full-time positions Source: RU Institutional Research (Calculation)
Adjunct Faculty	Definition: Part-time faculty assigned to teach in Fall 2013. Source: RU Institutional Research (Operational Data Store)
Direct Expenses	
Personal Services	Definition: Total 2013-14 personal services charges directly attributed to the finance organization associated the respective academic program. Academic programs were mapped to the appropriate finance organization based on the format used by the University to submit annual data to the National Study of Instructional Costs and Productivity (The Delaware Study). Source: Office of Budget & Financial Planning
Non-Personal Services	Definition: Total 2013-14 non-personal services charges directly attributed to the finance organization associated the respective academic program. Academic programs were mapped to the appropriate finance organization based on the format used by teh University to submit annual data to the National Study of Instructional Costs and Productivity (The Delaware Study). Source: Office of Budget & Financial Planning
Total Direct Expenses	Definition: Sum of 2013-14 direct personal and non-personal expenses Source: Office of Budget & Financial Planning (Calculation)

Outreach Activity

Outreach	
Public Service Activity	Definition: Total revenue generated through public service activities associated with the department. Source: Office of Budget & Financial Planning
External Grant Activity	Definition: Total revenue generated through public service activities associated with the department during the fiscal year. Source: Office of Academic Budgets & Administration in consultation with the Office of Sponsored Programs and Grant Management
Total Outreach Activity	Definition: Sum of total Public Service and External Grant Revenue receipted in 2013-14 Source: Calculation

Program Statistics

Number of Majors (year) Headcount (first and second major)	Definition: Total headcount of first and second majors during fall 2013. Source: RU Institutional Research (Fall Headcount File)
FTE Credits Generated Annually	Definition: Total number of credits generated by courses taught within the program during the 2013-14 academic year. Source: RU Institutional Research (Census)
Credits per Faculty FTE (Fall Semester)	Definition: Calculation of credits divided by the FTE faculty in a program during fall 2013. Source: RU Institutional Research (Census)
Degrees Awarded	Definition: Total number of degrees awarded to first and second majors during the 2013-14 academic year. Source: RU Institutional Research (Degrees Conferred File)

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	Definition: Number of applications of new freshmen + applications of transfers for fall 2013. Source: RU Institutional Research (Applications File)	Definition: Number of admitted new freshmen + admitted transfers for fall 2013. Source: RU Institutional Research (Applications File)	Definition: Number of enrolled new freshmen + enrolled transfers for fall 2013. Source: RU Institutional Research (Fall Headcount File)	Definition: Total headcount of first and second majors during fall 2013. Source: RU Institutional Research (Fall Headcount File)

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	Definition: Number of announced job opportunities by occupation/program code within Virginia during calendar year 2014. Source: Virginia Employment Commission's Labor Market Information at https://data.virginialmi.com/vosnet/Default.aspx	Definition: 10 Year projected change within this program/occupation in Virginia from 2012 to 2022. Source: Virginia Employment Commission's Labor Market Information at https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=occproj
Starting Salary (National data)	Definition: Self-reported starting salaries of 2014 graduates employed full-time, identified by the graduates' academic program. Source: National Association for Colleges and Employers for the Class of 2014 First Destination Survey (nationwide) at http://www.naceweb.org/surveys/first-destination.aspx	

	State	National	License/Certification Requirement
Program Accreditation	Definition: Program accreditors are listed based on program (if accredited). Source: Academic Departments		

	State	National	License/Certification Requirement
Exam Pass rates	Definitions: Exam pass rates provided by individual program based on discipline and type of exam (if data was available). Source: Academic Departments		

GRADUATE OUTCOMES	
Job Placement	Definition: Percentage of the number of graduates with jobs to the total number of graduates based on records collected from the Virginia Employment Commission, based on a rolling five-year average from 2005-10. Source: SCHEV Post-Completion Wages of Graduates WG02 Report during the rolling five-year average from http://research.schev.edu/eom/opportunity02_report.asp
Median Entering Salary	Definition: Median salary of graduates within 18 months of completion based on records collected from the Virginia Employment Commission, based on a rolling five-year average from 2005-10 adjusted for inflation to 2014 using the US Bureau of Labor Statistics CPI calculator. Source: SCHEV Post-Completion Wages of Graduates WG02 Report from http://research.schev.edu/eom/opportunity02_report.asp. This does not include any graduates employed outside Virginia.
Graduate School Pursuit	Definition: Number of graduates who enrolled in any graduate school within one year after completing the program. Source: National Student Clearinghouse at http://www.studentclearinghouse.org/colleges/studenttracker/
Lifetime Earnings Expectation	Definition: Total estimated lifetime earnings from career start to retirement. Source: US Census Bureau's annual American Community Survey with earnings projections calculated by the Brookings Institution Hamilton Project at http://www.hamiltonproject.org/charts/career_earnings_by_college_major Methodology about the survey and data sources can be found at https://www.census.gov/programs-surveys/acs/methodology.html

| **RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)** | Definition: Percentage of new freshmen in the program who return to RU for their second year of college. For graduate programs, 1st to 2nd year retention is provided in lieu of freshman to sophomore year retention.
Source: RU Institutional Research (Fall Headcount File) |

Time to Degree:	
Radford University	Definition: Average length in years from start to finish for program completion. Source: RU Institutional Research (Course Enrollment & Degrees Conferred Files)
Nationally	Definition: Average length in years from start to finish for program completion. Source: US Department of Education: 55 months for bachelor's degree completers at public institutions from the 2007 beginning cohort (latest available data) at https://nces.ed.gov/fastfacts/display.asp?id=569

University Statistics

Student Loan Repayment :	
Radford University	Definition: Percentage of students who have repaid any amount of the principal on federal loan debt within three years after leaving. Source: US Department of Education's College Scorecard at https://collegescorecard.ed.gov/school/?233277-Radford-University
Nationally	Definition: Percentage of students nationwide who have repaid any amount of the principal on federal loan debt within three years after leaving. Source: US Department of Education's College Scorecard at https://collegescorecard.ed.gov/school/?233277-Radford-University

College of

Humanities & Behavioral Sciences

Radford University School of Communication

Undergraduate Vision/Mission: The School of Communication at Radford University offers a comprehensive undergraduate education in a diverse field of study with courses leading to B.A. and B.S. degrees in Communication or Media Studies.

Under the leadership of the new Director of the School of Communication, Dr. Matthew Smith, the School will conduct a self-study to determine the feasibility of seeking accreditation for relevant programs by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). The ACEJMC is the national accrediting body for schools of communication and journalism. There are only 115 programs in North America accredited by the ACEJMC. If accredited, the School of Communication at Radford would be one of only five programs and the only program at a public comprehensive university in the Commonwealth to have an accredited School of Communication. Other accredited programs in the Commonwealth include Hampton University (private HBCU), Norfolk State University (public HBCU), Virginia Commonwealth University (public research university) and Washington and Lee University (private liberal arts university). Accreditation would give the School a unique competitive advantage over other similar schools in the Commonwealth.

The School established and maintains an active chapter of Lambda Pi Eta, the national academic honor society of the National Communication Association (NCA). With over 8,000 individual members and over 1,000 institutional members, the NCA is the largest and most diverse scholarly and professional organization for those engaged in the study of communication.

The School is committed to internationalizing its curriculum. It maintains an active study abroad program, taking students to two destinations (i.e., London, New Zealand/Australia) in alternating years.

Communication (B.A./B.S.)

Concentrations in Communication and Public Relations

 *Both the Public Relations and Communication concentrations have expanded rapidly as they become more sought after and versatile degrees. From the period 2010-2011 to 2014-2015, the number of 1st and 2nd majors increased approximately 11 percent, from 269 to 300 students.

*The concentration in Public Relations is certified by the Public Relations Society of America and maintains an active chapter of the PRSSA (Public Relations Student Society of America). From the PRSSA website: *The Public Relations Student Society of America (PRSSA) is the foremost organization for students interested in public relations and communications. We seek to advance the public relations profession by nurturing generations of future professionals. We advocate rigorous academic standards for public relations education, the highest ethical principles and diversity in the profession.*

*Students have been successful in careers such as business, government, health care, public relations, legislative affairs, and education. Long-term occupational projections calculated by Virginia Labor Market Information indicate strong growth (13.6%) in job opportunities in this

field.

Media Studies (B.A./B.S.)

Concentrations in Advertising, Journalism, and Production Technology

*Enrollments in the Media Studies program remained relatively stable over the period from 2010-2011 to 2014-2015, averaging approximately 250 students.

*The move to the new building will greatly enhance the ability of the School to prepare students for competitive internships and good jobs after graduation. Facilities in the new building include a state-of-the-art broadcast studio, a podcasting studio, digital video and digital audio editing suites, a convergence lab, and a social media mining center.

*Faculty in the School of Communication are committed to increasing the diversity of the population of students who choose to pursue Media Studies as a career field. *Adscape*, a joint effort of the Radford University School of Communication and the Roanoke chapter of the American Advertising Federation, brings to Radford groups of students from underrepresented populations in the Roanoke area to explore careers in the advertising industry. The event has been such a resounding success that it is being recognized with a national award this year, the 2016 American Advertising Federation Mosaic Award for Multicultural Student Programs. Ms. Leigh Anne Kelley, Special Purpose Instructor in Communication, will accept this national award on behalf of the School of Communication.

*Graduates of the major are frequently employed at newspapers, television stations, advertising agencies, and production companies. Long-term occupational projections calculated by Virginia Labor Market Information indicate growth (6%) in job opportunities in this field.

Corporate and Professional Communication (M.S.)

Graduate Vision/Mission: The Master of Science in Corporate and Professional Communication degree allows Radford University students to prepare for many advanced career positions or for the pursuit of a doctoral degree.

*Enrollment in the program lags SCHEV viability standards. The program is revising its curriculum to better meet the needs of potential students, including a change in the program's focus to Strategic Communication. The program will also offer more of its courses online, including a proposed online graduate certificate program in fund-raising. As a consequence of these changes, we have already seen increases in applications, as well as in the number of students being admitted to the program.

According to SCHEV, post-completion salary information indicates the completion of this degree adds $5,000 to a graduate's starting salary. Long-term occupational projections calculated by Virginia Labor Market Information indicate strong growth (13.6%) in job opportunities in this field.

Cost/Benefit Analysis
Communication (B.A., BS., M.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	12.00
Admin/Professional Faculty	0.00
Classified Staff	0.00
Total Full-Time Positions	**12.00**
Adjunct Faculty	**2.00**
Direct Expenses	
Personal Services	$1,076,331
Non-Personal Services	$69,654
Total Direct Expenses	**$1,145,985**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$1,537,958
Total Surplus/(Deficit)	**$391,973**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	292 (UG), 18 (GR)
FTE Credits Generated Annually	6406.00
Credits per Faculty FTE (Fall Semester)	533.80
Degrees Awarded	102 (UG), 10 (GR)

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program (UG)	161	130	47	292
Student Demand for Program (GR)	13	10	8	18

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	954 (UG), 982 (GR)	13.60%
Starting Salary (National data)	$36,242	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	Undergraduate	Graduate
Job Placement	70%	69%
Median Entering Salary	$32,211	$37,337
Graduate School Pursuit	14%	-----
Lifetime Earnings Expectation	$3.37M	$3.66M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	72% (UG), 100% (GR)

Time to Degree:	Undergraduate	Graduate
Radford University	4.1	1.9
Nationally	4.6	2.0

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Footnotes:

Direct expenses are represented in the data.

Total academic year tuition revenue (excluding intersessions) was allocated 80% based on total credit hour production and 20% based on first FTE majors.

References:

Bureau of Labor Statistics

Hamilton Project - Lifetime Earnings (http://www.hamiltonproject.org/assets/legacy/files/downloads_and_links/MajorDecisions-Figure_2a.pdf)

NACE Survey

Data Provided by:

Radford University - Institutional Research, Reporting, and Assessment

Radford University - Office of Budget & Financial Planning - 13-14 Program Costing

Radford University - Office of Academic Budgets & Administration

Cost/Benefit Analysis
Media Studies (B.A., B.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	8.00
Admin/Professional Faculty	1.00
Classified Staff	1.00
Total Full-Time Positions	**10.00**
Adjunct Faculty	**1.00**
Direct Expenses	
Personal Services	$717,554
Non-Personal Services	$46,436
Total Direct Expenses	**$763,990**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$966,705
Total Surplus/(Deficit)	**$202,715**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	239
FTE Credits Generated Annually	4718.00
Credits per Faculty FTE (Fall Semester)	590.00
Degrees Awarded	71

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	141	102	37	239

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	238	6.00%
Starting Salary (National data)	$36,242	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	72%
Median Entering Salary	$30,334
Graduate School Pursuit	6%
Lifetime Earnings Expectation	$3.19M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	68%

Time to Degree:	
Radford University	4.2
Nationally	4.6

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University English Department

Undergraduate Vision/Mission: Radford University's Department of English offers undergraduate (B.A., B.S.) and graduate (M.A., M.S.) programs in English, Technical and Business Writing (Professional Writing), Creative Writing, and English Education for grades 6-12. The Department of English undergraduate program has two major components: supporting general education and providing an undergraduate major with several concentrations.

The first of these is to instruct the entire student body to fulfill the Core A Foundations 100-level goals (CORE 101: Essentials of Written & Oral Communication; CORE 102: Advanced Written & Oral Communication; and HONORS 103: Written & Oral Communication – Honors), as well as to offer alternatives in University Core B: Humanities (ENGL 200: Literary Texts and Contexts), College Core A: US Perspectives (ENGL 203: Readings in American Literature), College Core A: Global Perspectives (ENGL 201: Readings in World Literature and ENGL 202: Readings in British Literature), and College Core B: Humanities (ENGL 200).

The second component of the program's mission is to provide students who choose to major in English with a substantial, integrated, and comprehensive English major which allows them to pursue a B.A., B.S., or B.S. in Education, with career opportunities in teaching, further education toward various professional careers, and work in areas that value skills in writing, editing, and critical thinking. Within the major, the English Department teaches courses that allow for two direct career paths: teaching on the secondary level and writing for the workplace. However, the skills in writing, research, collaboration, critical thinking, and critical reading that are imparted throughout the major equip students for a wide range of career possibilities.

*To support occupational orientation and career preparation, all majors take ENGL 300, Introduction to English Studies, at the beginning of their program. The course introduces students to writing and conducting research in the discipline, as well as identifing various career opportunities to those with degrees in English. The English capstone course, ENGL 496, Senior Seminar, helps students to further develop their writing and analytical skills and also engages them in further career preparation. Approximately 25 percent of those graduating with degrees in English pursue Master's degrees in English or other graduate degree options.

*The English curriculum is being revised to better meet the needs of students. The Professional Writing concentration is moving away from a traditional approach and towards more incorporation of information technology and social media to equip students for careers in writing for business and industry. Current faculty in the area are also seeking additional internship possibilities to build on those already established with such businesses as Advance Auto Parts, Meridien, and the Radford Army Arsenal. The program's goal is to provide every student in the concentration with an internship before he/she graduates.

*English Education faculty have established cooperative relationships with school systems throughout the area, easing the placement of student teachers and maximizing the hiring potential of our graduates. Students in their field experience semester regularly participate in the Virginia Association of Teachers of English conference in the Fall semester.

*For the past two years, 100 percent of English Education majors preparing to enter their teaching practicums passed the Praxis 2: English Content Area. The most recent comparable national average is 67 percent.

Graduate Vision/Mission: The graduate program in English offers students the option of earning an M.A. or M.S. degree with either a literature or an English Education focus. The program prepares students for: (a) teaching at the secondary and college levels, (b) further graduate study in pursuit of the doctoral degree, and (c) entry into various professions where critical thinking, communication skills, and writing are valued and employed.

*Students in the program are encouraged to be active scholars and critics; many have had papers accepted for reading at regional, national, and international professional conferences. Graduates of the program have successfully been placed in M.F.A., Ph.D., and Ed. D. programs nationally, as well as in secondary and community college teaching positions and in a number of other professions.

*The graduate program has been in the process of revision for the last two years. The proposed program widens the scope of studies in both literature and literary theory, while keeping the program at the two-year level for full-time students. Those in the English Education track may need to be in the program longer, to accomplish their field experience and student teaching in order to be certified. In addition, two graduate certificates have been added to the curriculum. The first is in Digital Language Arts and was developed for in-service English and language arts teachers who would like to enhance their skills in educational technology, including online teaching. The second is in Professional Writing, which will offer its initial course in Fall 2016.

*One of the most attractive features of the graduate program is the Graduate Teaching Assistantship-Fellowship Mentoring Program, which offers students financial aid in return for assistance in teaching freshmen general education courses in written and oral communication. This teacher training program is unique in its design in Virginia, and is still one of only a handful of similar programs in the country utilizing full-time experienced faculty members to supervise and train graduate student teachers. The program prepares Master's-level students to become teachers of record in their own classrooms during their second year. However, even in that second year, the students are carefully observed and assisted by their full-time faculty mentors. During their entire two-year tenure in the program, students participate in ongoing workshops, discussions, practicum sessions in the teaching of writing, classroom management, process theory, the evaluation of student writing, and other topics pertinent to a teaching career, as well as evaluations of each other and the program itself. Students graduate from the program with advanced knowledge and outstanding credentials that equip them to be competitive for jobs in their chosen field. The English Department is simultaneously able to staff its freshmen general education courses with vital, enthusiastic, carefully supervised, and well-trained teachers who consistently help their students to achieve their learning outcomes.

*Enrollments in both programs are stable and continue to exceed SCHEV viability standards by significant margins. Long-term occupational projections calculated by Virginia Labor Market Information indicate solid growth (11.9%) in job opportunities for those graduating with either an undergraduate or graduate degree in this field.

Cost/Benefit Analysis
English (B.A., B.S., M.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	26.00
Admin/Professional Faculty	0.00
Classified Staff	1.00
Total Full-Time Positions	**27.00**
Adjunct Faculty	**15.00**
Direct Expenses	
Personal Services	$2,382,372
Non-Personal Services	$65,259
Total Direct Expenses	**$2,447,631**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$3,253,156
Total Surplus/(Deficit)	**$805,525**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	149 (UG), 38 (GR)
FTE Credits Generated Annually	17427
Credits per Faculty FTE (Fall Semester)	670.00
Degrees Awarded	48 (UG), 16 (GR)

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program (UG)	104	82	27	149
Student Demand for Program (GR)	26	25	19	38

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	126 (UG), 181 (GR)	11.90%
Starting Salary (National data)	$35,000	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	Undergraduate	Graduate
Job Placement	56%	76%
Median Entering Salary	$31,748	$30,537
Graduate School Pursuit	25%	-----
Lifetime Earnings Expectation	$3.18M	$4.26M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	94% (UG), 83% (GR)

Time to Degree:	Undergraduate	Graduate
Radford University	4.1	2.2
Nationally	4.6	2.0

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University Department of Philosophy and Religious Studies (PHRE)

Philosophy Concentration Vision/Mission: "The philosophy concentration within the Department of Philosophy and Religious Studies provides students with a broad understanding of the history and dynamics of Western thought; a familiarity with the major branches of philosophy such as logic, ethics, and metaphysics; and an in-depth knowledge of some of the most important philosophers in the Western tradition. The study of philosophy serves to develop intellectual abilities important for life as a whole, beyond the knowledge and skills required for any particular profession. Properly pursued, it enhances analytical, critical and interpretive capacities that are applicable to any subject matter, and in any human context. It cultivates the capacities and appetite for self-expression and reflection, for exchange and debate of ideas, and for life-long learning. The study of philosophy can profoundly affect both the thinking one does and the kind of person one is."

Religious Studies Vision/Mission: "The Religious Studies concentration in the Department of Philosophy and Religious Studies provides students with a thorough understanding of the nature of religion and its role in the world. Religious Studies students gain a foundational understanding of many of the great religions of the world including Hinduism, Buddhism, Taoism, Christianity, Judaism, and Islam, by examining their history, sacred texts, beliefs, rituals, and ethics. A Religious Studies concentration also provides students with a comprehensive understanding of the many ways religion affects our world on a personal and collective level. A Religious Studies concentration prepares students for success in a range of fields by giving them the tools to read texts carefully, to write clearly and effectively, to think critically, and to work collaboratively to solve problems."

*The Department of Philosophy and Religious Studies significantly revised its curriculum in 2015, reducing the number of hours required for the major from 33 to 30. In the past, PHRE majors were required to take a capstone course toward the end of their coursework. There are now two tracks for the major – an academic track and a vocational one. Students pursuing the vocational track can now take an internship instead of the capstone course

*The program produces students who are competitive to enter graduate studies. During the reporting period, 67% of program graduates attended graduate school.

*Philosophy majors are the best prepared for the GRE exams - http://www.physicscentral.com/buzz/blog/index.cfm?postid=5112019841346388353

http://testprep.about.com/od/thegretest/a/GRE_ArtsHumanities.htm

*A Philosophy and Religious Studies degree prepares students for the LSAT exam - http://lawschooli.com/best-majors-for-law-school/

http://lsatblog.blogspot.com/2014/04/which-college-majors-get-best-lsat-scores.html

*While PHRE majors start their careers with lower salaries, their lifetime earnings are near the top of those with Radford degrees in the Humanities. These data are consistent with other data

demonstrating that the skills learned within the major – careful reading, critical thinking, effective communication, collaborative problem solving – are the skills employers seek and reward.

*Philosophy majors are projected to earn the most money out of college in 2016 of any Humanities Degree - http://naceweb.org/s02242016/top-paid-humanities-graduates-2016.aspx

And finally, there is arguably no single greater force in our world than religion. It drives foreign events and American foreign policy, and is a major factor in American politics. Religious leaders have always had enormous influence over public thinking. It is vital that students understand the structures of religious thinking and religious institutions. It is a service to our students and our community to offer degrees and classes in Religious Studies. Our world is diverse and will only become more diverse in the future. Our students understand different cultures and are sensitive to religious needs. Our students are also very adept at discussing uncomfortable topics because they've learned to discuss religion in an honest and respectful manner.

The Bioethics Post-Baccalaureate Certificate Program

*The Bioethics Certificate program is part of a larger commitment in PHRE to integrate philosophy, ethics, and ethical reasoning with STEM. The department is in the process of hiring a philosopher of science with a background in bioethics. This person will teach a 200-level CORE class on the philosophy of science and develop an upper- level course on the topic that will appeal to nursing, computer science, biology, chemistry and environmental science students, among others.

*Medical science has outpaced our ability to understand the ethical implications of modern healthcare processes and technologies. The Bioethics Certificate Program addresses this gap in Southwest Virginia. The Bioethics Certificate is a joint program between Radford University and the Jefferson College of Health Sciences (JCHS), specifically the Humanities and Social Sciences Program at JCHS and the Department of Philosophy and Religious Studies at Radford University.

*"Established in the Fall of 2014 as the first program of its kind, the Bioethics Certificate program is a twelve hour, post-baccalaureate certificate to facilitate useful participation in health care ethics consultations and healthcare ethics committee work. It follows the Learning Objectives outlined by the American Society for Bioethics and Humanities. Offered in hybrid format, it is designed for working professionals, though it could easily add a specialty to a related graduate degree program in healthcare, social work, law, or the humanities. The goal of the program is to enhance the quality of healthcare in the region surrounding the Roanoke and New River Valleys, Virginia."

Cost/Benefit Analysis
Philosophy and Religious Studies (B.A., B.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	8.00
Admin/Professional Faculty	0.00
Classified Staff	0.00
Total Full-Time Positions	**8.00**
Adjunct Faculty	**9.00**
Direct Expenses	
Personal Services	$867,821
Non-Personal Services	$14,779
Total Direct Expenses	**$882,600**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$1,517,210
Total Surplus/(Deficit)	**$634,610**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	31
FTE Credits Generated Annually	8271.00
Credits per Faculty FTE (Fall Semester)	1034.00
Degrees Awarded	12

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	15	12	7	31

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	0	26.20%
Starting Salary (National data)	$34,062	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	64%
Median Entering Salary	$19,981
Graduate School Pursuit	67%
Lifetime Earnings Expectation	$4M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	67%

Time to Degree:	
Radford University	4.7
Nationally	4.6

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University Political Science Department

Vision/Mission: The Political Science program offers the B.A. and B.S. degrees, as well as a minor in Political Science, and also hosts the interdisciplinary minor of International Studies. Through its offerings, the program equips graduates with the skills in critical thinking, collaborative learning, information literacy, oral and written communication, problem solving, diversity and global learning, and ethical citizenship that prepare them for competitive internships, as well as to pursue their professional and personal goals after graduation.

*Enrollment in the program remained stable through the 2011-2012 to 2014-2015 reporting period, with an average enrollment of 1st and 2nd majors (N=126) far exceeding SCHEV viability standards (N=40).

* The department has changed markedly from the one represented by the data included in the template. All but two of the department's seven faculty members are new. An outside chair was hired. There is greater emphasis on international politics, with three faculty members teaching in this area. The curriculum has been updated with new concentrations: Foreign and National Security Policy (for students interested in intelligence, defense, and foreign policy careers), Public Affairs (for students interested in American politics, theory, public administration, and public policy), and Law, Justice, and Society (for students interested in law school), as well as new courses in Political Science Careers, Asian Politics, and Model United Nations. A new interdisciplinary minor in Leadership has been proposed to prepare students to manage change and assume key positions in their professions.

*The department has added innovative new instructional practices, as well. Dr. Tanya Corbin is leading students to Washington, DC in a class on politics and careers in the nation's capital. The chair, Dr. Paige Tan, has helped create a new Model United Nations club and class which have travelled to five conferences since 2014 (winning eight awards). A new annual event, Poli Sci Days, which takes place in the Fall, features two days of events connecting students to guest speakers, panels, and documentaries on domestic and international politics as well as careers in Political Science. Students in Dr. Corbin's Disaster Politics class advised the City of Radford on its emergency management plan. Students from Dr. Tay Keong Tan's Public Administration course completed consultancy projects for the City of Galax Fire and Rescue and the Radford-Fairlawn Daily-Bread. The department is very active in efforts in support of prelaw students, hosting the Mock Trial and Moot Court classes that prepare interested students with research and related skill sets to study law after graduation from Radford University. Dr. Theresa Schroeder and Dr. Corbin are proposing to lead a study abroad trip to Cuba in Augustmester 2017.

*Political Science graduates find positions in federal, state, and local government as well as campaigns, non-profit organizations, corporations, and lobbying. Some political science students pursue teaching at either the university or middle/high school levels. Within the first year after receipt of the undergraduate degree, approximately 34 percent of Political Science graduates go on to graduate school, including law school. The 5-year rate for graduate school participation is 44 percent.

*Employment prospects for political science graduates remain stable, with slow but steady growth

projected for 2012-2022 by Virginia Labor Market Information. Starting salaries for Political Science graduates average $40,420 nationally, with a somewhat lower average for those who elect to stay in Virginia after graduation. Lifetime earnings for Political Science graduates exceed $4.6 million.

Cost/Benefit Analysis
Political Science (B.A., B.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	7.00
Admin/Professional Faculty	0.00
Classified Staff	1.00
Total Full-Time Positions	**8.00**
Adjunct Faculty	**5.00**
Direct Expenses	
Personal Services	$680,419
Non-Personal Services	$22,206
Total Direct Expenses	**$702,625**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$1,223,997
Total Surplus/(Deficit)	**$521,372**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	122
FTE Credits Generated Annually	6300.00
Credits per Faculty FTE (Fall Semester)	900.00
Degrees Awarded	32

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	147	118	28	122

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	7	2.70%
Starting Salary (National data)	$40,420	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	57%
Median Entering Salary	$30,745
Graduate School Pursuit	34%
Lifetime Earnings Expectation	$4.61M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	63%

Time to Degree:	
Radford University	4.4
Nationally	4.6

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University Sociology Department

Vision/Mission: The Department of Sociology provides students with the breadth and depth of knowledge that should be the hallmark of a Radford University graduate. Sociology faculty promote a challenging atmosphere in which students are encouraged to recognize, understand, and think critically about social processes, social issues, and cultural diversity. A central part of the department's mission is to provide opportunities for students to apply their skills in professional contexts. The department offers an undergraduate major in sociology (BA/BS) and an undergraduate minor in sociology.

* The Public Sociology Program in the Department of Sociology is one of only four nationwide to be accredited by the Commission on the Accreditation of Programs in Applied and Clinical Sociology, which promotes and supports sociology education and practice. The department fosters the development of four vital skills: the ability to think logically and critically about U.S. and global forces that shape human experience; the ability to develop, organize, and communicate ideas, both orally and in writing; the ability to gather, analyze, and interpret qualitative and quantitative data; the ability to apply knowledge and skills to real-world problems and issues.

*A degree in sociology prepares students for a broad range of occupations. Of the most common first occupations for sociology majors, roughly 25 percent have their first occupations in the field of social services and counseling and another 25 percent in management, sales and marketing. Other frequently pursued occupations include teaching, social science research, and administrative support.

*The Department of Sociology offers courses that fulfill requirements in the Core, nursing and Social Science programs, Criminal Justice major, and minors in Women's Studies, Peace Studies, Appalachian Studies, and International Studies. Consistent with its applied focus, Sociology is among the top providers of Scholar-Citizen designated courses in the university.

*To aid in their career preparation and success, Senior Seminar students meet alumni throughout the semester to receive advice and to develop their professional networks. Alumni who participate in these visits are part of a broader Student Alumni Mentoring Network (SAMN), a formal network of Sociology alumni who have volunteered to work with Sociology students and recent alumni to help them navigate internships, jobs and graduate school.

* The Center for Social & Cultural Research (CSCR) provides students with experience in applying sociological knowledge, offers social research services for the university and community, and supports opportunities for scholarly research among the Sociology faculty. In the 2015-2016 academic year, the CSCR has had 21 ongoing or completed projects and sponsored five events and speaker series. The Department is looking forward to using the CSCR's new facilities in the new CHBS building, which includes expanded work space and a new conference room within which to meet our clients.

*The Applied Sociology Program is accredited by CAPACS (Commission on Accreditation of Programs in Applied and Clinical Sociology).

Cost/Benefit Analysis
Sociology (B.A., B.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	10.00
Admin/Professional Faculty	0.00
Classified Staff	0.00
Total Full-Time Positions	**10.00**
Adjunct Faculty	**6.00**
Direct Expenses	
Personal Services	$962,310
Non-Personal Services	$38,524
Total Direct Expenses	**$1,000,834**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$1,408,808
Total Surplus/(Deficit)	**$407,974**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	71
FTE Credits Generated Annually	7905.00
Credits per Faculty FTE (Fall Semester)	791.00
Degrees Awarded	19.00

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	51	35	15	71

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	3	2.30%
Starting Salary (National data)	$35,127	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	67%
Median Entering Salary	$24,768
Graduate School Pursuit	21%
Lifetime Earnings Expectation	$2.76M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	71%

Time to Degree:	
Radford University	3.9
Nationally	4.6

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University Interdisciplinary Studies in Liberal Arts[1]

Vision/Mission: The Interdisciplinary Studies in Liberal Arts major (IDSL) is a unique program at Radford University in that it allows students unparalleled opportunities to customize their own plan of study. Students do this by creating a plan of study that combines courses from two different majors while taking a core set of IDSL courses that demonstrate how to conduct interdisciplinary research. This program is positioned to train students to deal with complex workplace and world problems with innovative and integrative interdisciplinary approaches to problem solving. This program serves students whose interests do not fit any other major on campus, degree completers, and students who (for various reasons) find themselves dismissed from other majors.

Health of the Major: The IDSL degree continues to grow and students continue to discover that this flexible major can help them achieve their educational goals. According to the most recent enrollment report (2/10/2016) IDSL has 94 majors. Forty-five degrees were conferred during AY 2014-15 (an increase of 80 percent over 2013-14) as follows: Fall–12; Spring–18; Summer–15. The vast majority of students who enter this major complete their degree. This data indicates a high level of degree productivity and indicates a viable and growing program.

Nationwide Trends in Interdisciplinary Education: It has been widely argued that the complexity of the social, political, and economic problems currently faced by employers can no longer be adequately examined from singular disciplinary perspectives. Because of this, demands for interdisciplinary programs at universities and colleges have been on the increase. Research continues to show that enrollment in interdisciplinary programs continues to grow. Likewise, demographic trends will continue to push universities toward non-traditional students, many of them being degree completers, who do well in interdisciplinary programs. [Jacob, W. James. "Interdisciplinary Trends in Higher Education."]

Career Preparation: Career preparation is of primary importance in the IDSL program. We have a viable and popular internship program that places students in a variety of internships in the Commonwealth (many of which lead to full-time job offers). During this semester (Spring 2016) we have 29 students in internships. In addition, our senior seminar (IDST 497) is a career preparation class where students work on their resumes, e-portfolios, and begin to make the transition from university to workplace. Graduates with interdisciplinary studies degrees earn (on average), according to NACE survey data, $40,763, with a mid-career average of $73,000 (according to College Factual.

Relationship to Other Programs: Interest in this major often comes from students in other programs, like Nursing or Education, who, for various reasons, are unable to progress in those programs. IDSL serves a valuable function for such programs, as it becomes a home for those students where they can apply toward graduation most of the credits they have already accumulated. This is an important retention measure as these students, without any other options, may not be retained at the university.

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[1] The IDSL is a separate program in the College and should not be confused with the Interdisciplinary Studies in Early Childhood Program (IDEC) highlighted in the narratives provided by the College of Education and Human Development

College of

Business & Economics

Radford University Department of Economics
Qualitative Statement—Summary from the 2014-2015 COBE Annual Report

Economics is a BBA major as well as a BS major within the College of Business and Economics. The College is accredited by AACSB International, the hallmark of excellence in business education. Less than 5% of business schools worldwide are AACSB accredited.

- **Mission:** The Department of Economics mission is to provide an active learning environment that nurtures analytical and innovative economics and business professionals to excel in the global marketplace.

- **Vision:** Our vision is to be recognized for challenging minds, cultivating talents, and connecting people in a technology-rich learning environment.

- A survey of student employment after graduation showed economics majors averaged the most rewarding pay among COBE graduates.

- Kayla Burd received the Satyavati Rao Scholarship and Kizito Mukuni received the Kasturi Economics Scholarship – two of the scholarships primarily awarded to economics majors.

- Executives who spoke to COBE students in 2014-2015 include Dr. Ram Reddy, VP of the Oils Division of Cargill Corporation who spoke about innovation and Mr. David Tomala, Senior Director of Analytics at ExpressScripts. Both are among the top 20 in Fortune 500 Companies. A proposal to invite them was developed by Dr. Prahlad Kasturi and funded by the Executives-In-Residence Program. This was one of the High Impact Practices.

- Dr. Tom Duncan got a grant from the Koch Foundation for $7500 to fund speakers for the "Economics is Everywhere" lecture series. It also funds a book club.

- A team of students from the Economics Student Association participated in the College Federal Reserve Challenge Competition held statewide at the James Madison University campus in Harrisonburg. The team consisted of Bryton Bullins, Evan Carty, Jeffrey Raiford, and Evan Thomas. Students delivered 20-minute presentations on monetary policy and were scored on content, teamwork, responses to questions, presentation and style. They were advised by Dr. Kiert Toh, who is advisor to the Economics Student Association.

- The eight full-time faculty in the economics area together published 33 peer-reviewed journal articles in the past five years. These journals included *Oxford Development Studies*, *The Journal of Private Enterprise*, *Journal of Economic Research*, *The Australian Journal of Agricultural and Resource Economics*, *Research in Business and Economics Journal*, *Water Resources Research*, *Review of Industrial Organization*, *African Journal of Agricultural and Resource Economics*, *The Journal of Third World Studies* and *Global Journal of Management and Business Research*.

- Dr. Seife Dendir, Associate Professor of Economics, received a Faculty Professional Development Leave Award for Spring 2016. He will conduct research relating to "Early Life Conditions, Child Ability and Parental Investment in Human Capital."

- A student panel was organized by Dr. Prahlad Kasturi, Professor and Chair of Economics, to celebrate the 33rd World Food Day at Radford University on October 16th. Ben Kilgore and Dillon Shelton, made presentations on global and national food security. Dr. Kiert Toh moderated the event.

- Dr. Kiert Toh remains a consultant and senior fellow at the Duke Center for International Development, Sanford School of Public Policy. Dr. Eftila Tanellari and Jennifer Elias got a COBE grant to study"The effect of patience and risk aversion on student performance."

- The Economics Program is at capacity—A vacancy was created in the department due to the resignation of Dr. Alex Orlov, who joined the Security Exchange Commission (SEC) at the end of the 2014-2015 academic year. Future planned growth (MS graduate program can be revived and an on line BBA program in Economics can be created) will only be possible with the addition of new faculty positions.

Cost/Benefit Analysis
Economics (B.S., B.B.A.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	10.00
Admin/Professional Faculty	0.00
Classified Staff	0.00
Total Full-Time Positions	**10.00**
Adjunct Faculty	**2.00**
Direct Expenses	
Personal Services	$1,023,936
Non-Personal Services	$32,293
Total Direct Expenses	**$1,056,229**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$1,374,887
Total Surplus/(Deficit)	**$318,658**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	61
FTE Credits Generated Annually	7524
Credits per Faculty FTE (Fall Semester)	752.00
Degrees Awarded	19.00

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	29.00	29.00	12.00	61

	Announced Jobs	Projected Occupational Outlook	
Workforce Demand for Program	20	2.80%	
Starting Salary (National data)	$49,514		

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	64%
Median Entering Salary	$32,757
Graduate School Pursuit	5%
Lifetime Earnings Expectation	$7.07M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	55%

Time to Degree:	
Radford University	4.0
Nationally	4.6

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University Department of Management
Qualitative Statement—Summary from the 2014-2015 COBE Annual Report

Management is a BBA major within the College of Business and Economics which also offers a concentration and minors in Entrepreneurship for business and non-business students. The College is accredited by AACSB International, the hallmark of excellence in business education. Less than 5% of business schools worldwide are AACSB accredited.

- **Mission:** Our mission is to provide an active learning environment that develops analytical and innovative business professionals for a dynamic global economy.

- **Vision:** Our vision is to be recognized for challenging minds, cultivating talents and connecting people in a technology-rich learning environment.

- Companies hiring our Management majors last year included BAE Systems, CGI, Dominion Power, National Geospatial-Intelligence Agency, Orbitz, Dell, Secor Group Logistics, and RightStart Consulting.

- Four new courses were developed and are now being tested with students: Human Resource Analytics, Organization Performance Analytics, Social Enterprise & Entrepreneurship, and Project & Event Management

- The 12 full-time faculty together published 39 peer-reviewed articles in the past five years including publications in the *Journal of Business Research, Journal of Organization Change Management, Academy of Entrepreneurship Journal and Journal of Management Policy & Practice*.

- Dr. Steve Childers developed and delivered the first COBE course, Business & Society, to be approved as a Radford University Scholar Citizen course. This course provided over 800 hours of community service.

- Dr. Michael King mentored Joel Schmidt, a COBE undergraduate for his Summer Undergraduate Research Project which was awarded a Radford University grant of $2500.

- Dr. Iain Clelland, in collaboration with Dr. Julia Castleberry from Department of Occupational Therapy were awarded a $2000 high impact practices grant to evaluate the implementation of 3D printing technology of prosthetic availability, user value, and commercial viability.

- Collegiate Entrepreneurs student organization conducted site location consulting project with Volvo Truck in Pulaski, VA and developed plans to launch an online apparel company and a dining take-out ordering smartphone application.

- Virginia entrepreneurs Mr. Dick Brayton, Mr. Mark Simons, Mr. Bryan Palmer, and Mr. Brent Whitlow from Carter Caterpillar came to guest speak in MGNT classes to provide technical (e.g., Six Sigma), career advice, and challenges for company startups.

- Dr. Steve Childers collaborated with Dr. Virginia Burggraf in School of Nursing on a grant to develop an Interprofessional Graduate Certificate in Gerontology program including a team-taught MBA course.

- Dr. Iain Clelland co-led an Australian study abroad program with Dr. Jim Lollar of Marketing Program or 22 COBE students which investigated the Australian tourism industry.

- Dr. Jerry Kopf developed a new MBA course, Strategic Innovation, which was adopted into the core curriculum for the program in support of the COBE strategic goal of innovation.

- The department successfully recruited and hired Dr. Jaehwan Jeong to support the COBE strategic goal in business analytics.

- The Management Program is at capacity and any future growth will only be possible with the addition of new faculty positions.

MBA PROGRAM SUMMARY REPORT

Below is the Summary Annual Report for the Radford MBA Program sourced primarily from the MBA Director Annual Report along with few updates:

PROGRAM SUMMARY:

Stacey Turmel was hired as the MBA Director starting Fall 2014. Stacey came to Radford University from a distinguished 20-year career as a business law and corporate litigation attorney along with being a business owner.

Shortly after her arrival, Stacey attended the GMAC Leadership Conference in January of 2015, the GMAC Annual Conference in June of 2015, the GMAC Admissions Institute along with the GMAC Leadership Conference in January of 2016. The Graduate Management Admissions Council (GMAC) serves as the leading source of research and information about graduate management education.

MBA Curriculum and Course Delivery: The MBA curriculum was revised and now incorporates the requirement of four targeted electives: two courses in analytics and two courses in innovation. Four new course proposals were approved: 3 innovation courses and 1 analytics course. The program continues to offer online foundation knowledge courses which are helping to attract students without the traditional business background. The MBA program continues to offer face-to-face and online delivery of the courses in a rotational fashion which allows students to complete the entire degree in two years in their preferred delivery format. All MBA summer courses were moved online to allow students to take advantage of paid internships while continuing to maintain their studies. New promotional materials, including online press releases, advertisements, direct mail and brochures, were developed to emphasize the flexibility of the program with assistance from University Relations.

With regard to the Roanoke Higher Education Center (RHEC), the demand for in-person courses in Roanoke was virtually non-existent with the advent of online course delivery and the decision was made by the Leadership Team to cease offering in-person courses in Roanoke after Fall 2015.

Recruitment Marketing:

GMAT Name Purchase: Through funding from the Provost's office, the program purchased 10,000 GMAT names. The program received 11 inquiries, 4 applications and one on-campus visit from a prospective student. No students were enrolled as a direct result of this effort.

Web based Advertising: A box ad was placed on the Roanoke.com website advertising the MBA Program from February of 2015 through May of 2015. The Ad cost $1,200 per month and ran for 4 months. No students were enrolled as a direct result of this effort.

Direct Mail Campaign: A direct mail piece was sent to Radford alumni in Northern Virginia with the help of Joe Carpenter from University Relations and alumni targeting assistance from Laura Turk in University Alumni Relations. No students were enrolled as a direct result of this effort.

Recruitment Fairs Attended: The MBA Director attended the Radford Graduate School Fair in 2014 and 2015; the Roanoke College graduate school fair in 2014; the Roanoke Higher Ed Center fair four times from 2014 through 2015; Bluefield College Fair in 2014; the Virginia Tech graduate school fair in 2014; and the Randolph College graduate fair in 2015. No students were enrolled as a direct result of this effort.

Digital Inbound Marketing: In Spring 2015, the program used a vendor to place web press releases via PR Web along with Facebook and Google Digital ads to increase brand awareness for the Radford MBA Program. These efforts resulted in increased web-traffic, email inquiries and telephone calls to the MBA office and increased the application volume for 2015 by 25% over the application volume for 2014.

Because of the increased response received from this marketing effort, the program requested and was awarded $100K of one-time funding to engage in an MBA Marketing Saturation Campaign. The University's vendor, FUSE Ideas is being used for this initiative to increase Fall enrollment.

International Recruitment: The Director is working with Dr. Paul Currant to increase international recruitment.

Email Change: We updated the MBA email from rumba@radford.edu to radfordmba@radford.edu

Education Surveys and Awards: The MBA Program participated in the Princeton Review survey for 2014 and 2015 and was named one of the best business schools for 2015 and 2016.

The MBA Program participated in the US News and World Report survey for 2014 and 2015 and was named one of the best business school for 2015. The 2016 awards were recently released and for the first time in Radford MBA History, we received a numerical ranking for our Part-time Program.

FUTURE GOALS:

- Increase the MBA budget in order to promote regular brand recognition and advertising of the Radford MBA program to support continued enrollment growth.
- Complete a Strategic Plan to promote growth and expansion in its delivery and enrollment.
- Expand MBA course offerings and delivery flexibility through continued online course development and enhancement in order to move towards a module delivery schedule.
- Use the expanded course offerings of the MBA program to facilitate the 3rd party partnership to grow enrollment for online delivery through module classes and multiple start dates.
- Establish an MBA student exchange with international partnership universities along with establishing a summer study abroad cohort.

Cost/Benefit Analysis
Management (B.B.A., M.B.A.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	13.00
Admin/Professional Faculty	0.00
Classified Staff	0.00
Total Full-Time Positions	**13.00**
Adjunct Faculty	**1.00**
Direct Expenses	
Personal Services	$1,828,199
Non-Personal Services	$77,009
Total Direct Expenses	**$1,905,208**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$2,256,558
Total Surplus/(Deficit)	**$351,350**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	359 (UG), 67 (MBA)		
FTE Credits Generated Annually	9488.00		
Credits per Faculty FTE (Fall Semester)	730.00		
Degrees Awarded	129 (UG), 44 (MBA)		

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program (UG)	112	93	36	359
Student Demand for Program (MBA)	50	31	20	67

	Announced Jobs	Projected Occupational Outlook	
Workforce Demand for Program	7606 (UG), 8125 (MBA)	13.90%	
Starting Salary (National data)	$45,000		

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	Undergraduate	MBA
Job Placement	71%	68%
Median Entering Salary	$36,220	$43,752
Graduate School Pursuit	9%	-----
Lifetime Earnings Expectation	$3.79M	$4.62M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	83% (UG), 93% (MBA)

Time to Degree:	Undergraduate	Graduate
Radford University	4.3	2.9
Nationally	4.6	2.0

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

RADFORD UNIVERSITY

Academic Affairs

College of

Education &

Human Development

Outdoor Recreation and Leadership Concentration
College of Education and Human Development

The Department of Recreation, Parks and Tourism offers a concentration in outdoor recreation and leadership.

Upon successful completion of the concentration, students will have developed the skills to work in camps, state parks, federal agencies, resorts, outdoor education agencies, municipal parks and recreation systems, youth organizations, nature centers, and non-profit groups.

Students have academic opportunities to develop the skills to organize, lead, and evaluate a variety of outdoor adventure programs. Students will develop novice to advanced technical skills in rock climbing, caving, canoeing, kayaking, backpacking, and ropes course facilitation. Students who desire a wilderness leadership experience can take a four-week intensive summer course. The Wilderness Institute (RCPT 476) focuses on leadership development, group processing, adventure programming, and outdoor living skills. This course emphasizes leadership development in the field of outdoor recreation involving skill acquisition in hiking, orienteering, camping, backpacking, rock climbing, caving, and paddling.

RCPT is accredited by the Wilderness Education Association (WEA). Students have the opportunity to obtain the WEA Outdoor Leader certificate by successfully completing RCPT 476. Students have the opportunity to receive the Leave No Trace Trainer Certificate through several of their classes. Students also enroll in a Wilderness First Responder training for credit (RCPT 460). Upon successful completion of this course, students receive a national certification recognized by all potential employers. Students will also have the opportunity to receive their Project Learning Tree certification as part of Natural and Cultural Interpretation class (RCPT 325).

RU ABLE, an experiential learning lab offers ropes course experiences, team building activities, and adventure-based trips for people of all abilities and ages. Through RU ABLE, students operate an indoor and outdoor high ropes course and state-of-the-art helix climbing tower. This program serves as the primary classroom for Ropes Course Programming (RCPT 421) and Advanced Ropes Course Programming (RCPT 441). Students work their way from an apprenticeship level to senior facilitator. Students serve thousands of campus and community clients year round.

Outdoor Recreation & Leadership now offers a minor through the Department of Recreation, Parks and Tourism at Radford University. Upon successful completion of the minor, students will have developed the skills to work in camps, state parks, federal agencies, resorts, outdoor education agencies, municipal parks and recreation systems, youth organizations, nature centers, and non-profit groups.

Students have academic opportunities to develop the skills to organize, lead, and evaluate a variety of outdoor adventure programs. Students will develop novice to advanced technical skills in rock climbing, caving, canoeing, kayaking, backpacking, and ropes course facilitation. Students who desire a wilderness leadership experience can take a four-week intensive summer course. The Wilderness Institute (RCPT 476) focuses on leadership development, group processing, adventure

programming, and outdoor living skills. This course emphasizes leadership development in the field of outdoor recreation involving skill acquisition in hiking, orienteering, camping, backpacking, rock climbing, caving, and paddling.

RCPT is accredited by the Wilderness Education Association (WEA). Students have the opportunity to obtain the WEA Outdoor Leader certificate by successfully completing RCPT 476. Students have the opportunity to receive the Leave No Trace Trainer Certificate through several of their classes. Students also enroll in a Wilderness First Responder training for credit (RCPT 460). Upon successful completion of this course, students receive a national certification recognized by all potential employers. Students will also have the opportunity to receive their Project Learning Tree certification as part of Natural and Cultural Interpretation class (RCPT 325).

RU ABLE, an experiential learning lab offers ropes course experiences, team building activities, and adventure-based trips for people of all abilities and ages. Through RU ABLE, students operate an indoor and outdoor high ropes course and state-of-the-art helix climbing tower. This program serves as the primary classroom for Ropes Course Programming (RCPT 421) and Advanced Ropes Course Programming (RCPT 441). Students work their way from an apprenticeship level to senior facilitator. Students serve thousands of campus and community clients year round.

For more information contact:

Dr. Mark Wagstaff

Department of Recreation, Parks and Tourism

(540) 831-7724

mwagstaff@radford.edu

Application process can be found at:

http://www.radford.edu/content/cehd/home/rcpt/academics/concentrations/outdoor-recreation.html

Recreation Therapy Concentration

College of Education and Human Development

Recreational therapy, also known as therapeutic recreation, is a systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illnesses and/or disabling conditions, as a means to psychological and physical health, recovery and well-being.

Further, "Recreational Therapy" means a treatment service designed to restore, remediate and rehabilitate a person's level of functioning and independence in life activities, to promote health and wellness as well as reduce or eliminate the activity limitations and restrictions to participation in life situations caused by an illness or disabling condition. – American Therapeutic Recreation Association.

The Recreation Therapy Concentration in the Department of Recreation Parks and Tourism at Radford University has been recognized for over 40 years as one of the premier programs in the United States in the preparation of high quality, engaging, and competent entry-level professionals. Our graduates have gone on to become leaders in the field in a variety of settings, from psychiatric hospitals, long-term care and assisted living facilities, children's hospitals, and in rehabilitation settings.

Currently, the concentration serves over 84 students in various stages of preparation with one full-time and one adjunct faculty. In the coming year, the program will be adding additional adjunct professional faculty to provide our students with unprecedented access to the most current practices in the field. Recreation Therapy education does not live in the classroom! Our students are highly engaged with professionals in the field and regularly travel with faculty to actual practice settings to meet with staff, observe therapy sessions, view treatment facilities, and occasionally provide services.

Recreation Therapy's activities have been recognized by outside donors as well. In 2007, the concentration was recognized with a $150,000 grant from the Jesse Ball DuPont foundation, the Christopher and Dana Reeves Foundation, and a corporate donation from Tracker Marine, to fund "*RU Gone Fishin*!" an adaptive fishing program for persons with severe multiple disabilities, and by the local Rooker Foundation with a $30,000

endowment that continues to grow and fund Recreation Therapy outreach and initiatives focused on survivors of traumatic brain injury.

Annually, Recreation Therapy students provide the equivalent of over $8,000 in materials and services to Therapeutic Recreation Services of the Roanoke Valley by programming and facilitating the annual spring break Splash Camp for children with special needs attending Roanoke City, County, and Salem public schools. Recreation Therapy holds the highest average GPA in the Recreation Parks and Tourism major. Finally, our students are leaders amongst their peers holding leadership positions in the RCPT National Honor Fraternity - Rho Phi Lamba, Recreation Therapy Club, and the RCPT Major's club.

Athletic Training

College of Education and Human Development

Program Overview

The purpose of the Athletic Training program at Radford University is to provide students with the opportunity to earn a degree in Athletic Training. Athletic Trainers are recognized by the American Medical Association as allied health care professionals, and they are involved in the treatment of people of all ages. They prevent, assess, treat, and provide rehabilitation of musculoskeletal injuries. In addition, they are often first to provide immediate care and treatment of injury. Athletic trainers work under the supervision of physicians to provide health care for clients in multiple settings including high schools, universities, hospitals, clinics, and physician offices. Students complete two years of intense clinical preparation, and complete almost 800 hours of clinical experience.   The enrollment in the athletic training program is strong and has shown continued growth over the last 5 years. The majority of majors choose athletic training as their first major (75%).The number of degrees conferred is a reflection of the secondary admission process associated with the program (students officially apply as sophomores). Total available spots in the program are limited due to available preceptors and clinical sites, consistent with current accreditation guidelines. Recent data released by the Commission on Accreditation of Athletic Training Education (CAATE) indicates that the average program admits 15 students each year and 10.1 students ultimately graduate and take the exam. In addition to enrollment numbers increasing, the percentage of ethnic minority students and first generation students has also steadily increased. The program numbers for ethnic minorities are well above the 16.2% national average.

Table 1: Athletic training major enrollments, degrees conferred

	2010-11	2011-12	2012-13	2013-14	2014-15
Enrollment*	83	95	107	122	135
Degrees Conferred**	11	15	10	12	6
% ethnic minority	8%	14%	18%	26%	38%
First Generation students	33%	38%	34%	46%	51%

*SCHEV viability standard is 24
**SCHEV viability standard is 6

Program highlights

- Students work with preceptors at five local high schools to provide healthcare services to more than 400 Virginia student athletes.
- Students help with annual baseline concussion testing at three local high schools.
- Program students attended local and regional conferences on concussion management.
- Program students have done internships with the Washington Redskins, the San Diego Chargers and the Washington Capitals.

- Program students and faculty provide first aid coverage for the Special Olympics track and field championships at Radford University.
- Dr. Angela Mickle, program Director, serves as a site visitor for the Commission on Accreditation of Athletic Training (CAATE)
- Dr. Angela Mickle, working with departmental faculty from Waldron College studied the use of Reebok Checklights© for concussion monitoring in high school and youth football players.
- Dr. Michael Moore serves as the editor-in-chief of the AAPHERD journal.
- Dr. Michael Moore volunteers as an athletic trainer at Pulaski County High School.

Cost/Benefit Analysis
Athletic Training (B.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	2.00
Admin/Professional Faculty	0.00
Classified Staff	0.00
Total Full-Time Positions	**2.00**
Adjunct Faculty	**4.00**
Direct Expenses	
Personal Services	$207,493
Non-Personal Services	$59,507
Total Direct Expenses	**$267,000**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$301,988
Total Surplus/(Deficit)	**$34,988**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	123
FTE Credits Generated Annually	904.00
Credits per Faculty FTE (Fall Semester)	452.00
Degrees Awarded	12

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	203	151	53	123

	Announced Jobs	Projected Occupational Outlook	
Workforce Demand for Program	36	33.20%	
Starting Salary (National data)	$33,276		

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	N/A
Median Entering Salary	N/A
Graduate School Pursuit	42%
Lifetime Earnings Expectation	$2.67M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	73%

Time to Degree:	
Radford University	4.2
Nationally	4.6

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

COUNSELOR EDUCATION

College of Education and Human Development

Description of Program: We have two concentrations in Counselor Education: Clinical Mental Health Counseling and School Counseling.

Mission: Radford University's Department of Counselor Education prepares emerging counselors through an experiential, contextual, and systemic curriculum, infused with foundational and current counseling-related research, counseling and human development needs of clients from diverse backgrounds and culturally diverse populations, and clinical outreach activities.

The program helps students develop a strong counselor professional identity through ethical and competent practice as well as expanding self-awareness. Students serve as professional school counselors in K-12 public school settings and professional mental health counselors who practice in community agencies and other clinical mental health settings.

Toward meeting the mission, the Department of Counselor Education has the following objectives:

- To recruit qualified applicants with focus on the inclusion of qualified candidates from diverse and underrepresented populations, (e.g., racial, ethnic, sexual, disabled, economic minorities, etc.);
- To provide experiences that inform and facilitate professional identity through personal and professional growth;
- To teach the effective application of legal and ethical standards of clinical practice;
- To assist students in developing multicultural counseling competencies (e.g., awareness, knowledge, and skills to meet the needs of a pluralistic society);
- To teach the core counseling skills and strategies that are foundational to the helping process;
- To contribute to the counseling profession through professional membership, participation in conferences, and participate in advocacy and social justice initiatives;
- To maintain CACREP and CAEP accreditation;
- To evaluate the program through recommendations from program faculty, current and former students, advisory board, additional stakeholders, and analysis of critical data derived from student learning outcomes.

Unique Aspects of Radford University Counselor Education

- Radford University Counselor Education faculty are well-seasoned practitioners. We have the research skills and knowledge, but are clinicians at heart. This means our students leave very well prepared for the work they will do and the situations they will encounter.
- Radford University is the only university in the Commonwealth to offer preparation in integrated behavioral health, recognized by SAMHSA at this time.
- Radford University has developed a strong wellness and mindfulness program within our traditional CACREP training program. The mindfulness initiatives, developed by Dr. Alan Forrest, continue to gain momentum in the state and nationally. Some of these initiatives include: partnerships with K-12 schools, partnerships with Virginia Tech, trainings in

private, non-profit, and for-profit industries. In addition, an undergraduate course in mindfulness was developed for Radford University undergraduate students.

- We believe strongly in supporting our community, which includes our campus community. Our efforts to support the New River Valley include partnerships with a variety of agencies and schools to deliver programs that enhance both clients and our students through the experience gained. We also aim to strengthen our campus through retention efforts. We offer counseling and support services to pre-major students, as well as students identified as high risk in the University 150 program. We also offer a career undergraduate seminar for students to enhance their career readiness skills. This course is also taught by graduate teaching fellows who are graduate students in our program and supervised by graduate faculty.

Career Outlook for Professional Counseling

Employment of mental health counselors and marriage and family therapists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. (Occupational Outlook Handbook, 2016).

Employment of school and career counselors is projected to grow 8 percent from 2014 to 2024, about as fast as the average for all occupations (Occupational Outlook Handbook, 2016).

**Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Mental Health Counselors and Marriage and Family Therapists, on the Internet at http://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm (visited April 04, 2016).

Cost/Benefit Analysis
Counselor Education (M.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	7.00
Admin/Professional Faculty	0.00
Classified Staff	1.00
Total Full-Time Positions	**8.00**
Adjunct Faculty	**8.00**
Direct Expenses	
Personal Services	$663,536
Non-Personal Services	$28,155
Total Direct Expenses	**$691,691**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$476,421
Total Surplus/(Deficit)	**($215,270)**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	87
FTE Credits Generated Annually	2505.00
Credits per Faculty FTE (Fall Semester)	313.13
Degrees Awarded	27

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	55	45	31	87

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	119	18.10%
Starting Salary (National data)	-----	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	78%
Median Entering Salary	$35,812
Graduate School Pursuit	-----
Lifetime Earnings Expectation	$3.71M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	90%

Time to Degree:	
Radford University	3.1
Nationally	2.0

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Educational Leadership

Program Overview

Educational Leadership is a graduate program in the School of Teacher Education and Leadership leading to a Master of Science degree. The program is designed to prepare professional personnel to fill positions as PK-12 school and district level educational leaders. Two degree options are available within the Educational Leadership program. Option one is a 36-hour program for students without a prior master's degree. Option two is a 30-hour program for students with a prior master's degree.

Program Design

The Educational Leadership program is a cohort-based, hybrid online/traditional program designed to be flexible and responsive to the needs of aspiring educational leaders who are working full-time jobs. All courses in the program are available in online formats. These formats include courses with frequent "synchronous" sessions where students and faculty interact online as they would in traditional face-to-face settings utilizing various technology tools. The program includes an initial face-to-face orientation session with each new cohort and offers strategically timed face-to-face sessions throughout the program. These sessions are offered in a variety of locations including on campus in Radford, the Roanoke Higher Education Center, and the Southwest Virginia Higher Education Center among others.

Professional Licensure and Employment

The Educational Leadership program is a Virginia Department of Education Approved Program and is nationally accredited by the Educational Leadership Constituency Council. Students completing the program and passing the School Leaders Licensure Assessment, a national exam, are eligible for the PK-12 Administration and Supervision endorsement on their teaching licenses. This endorsement qualifies program completers for jobs such as assistant principal and principal at the school building level and supervisor and director at the central office level.

The employment outlook has historically been and continues to be strong for those completing this degree program. See Table 1 below.

Table 1

Long-Term Occupational Projections

Long-Term Occupational Projections (Virginia Labor Market Information)			
Occupation	2012	2022	% Change
Education Administrators, Elem. and Secondary School	6,488	7,208	11.1%
Education Administrators, Postsecondary	2,531	3,056	20.7%
Education Administrators, All Other	1,269	1,369	7.9%

Education Administrators, Preschool and Childcare Ctr	1,008	1,187	17.8%
Total All Occupations	**11,296**	**12,820**	**13.5%**

Recent Program Highlights

Following are highlights related to the program occurring within the past four years.

- A year-around, cohort model was developed with a set sequence of courses allowing new students to begin in the Fall semester each year and finish five semesters later while continuing to work full-time (most are teachers in public schools).
- The curriculum was revised with participation and review by area school administrators to address changes in the field resulting in the development of two new courses and revised syllabi for several other courses.
- A 360 clock hour internship was revised through extensive participation and input from area school administrators to better align internship activities with the job responsibilities interns would be expected to assume in their first full-time, administrative position.
- Student feedback and faculty reflection have resulted in improvements to instructional methods on an on-going basis.
- Program completers since 2013 have a 95.8% pass rate on the School Leaders Licensure Assessment.
- All faculty, both full-time and adjunct, have extensive experience in public school leadership with roles at the building and central office level, the state department of education, and with a variety of professional associations and consultant positions.

Table 2

Program Summary

Program Summary					
Summary	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Enrollment	73	54	79	80	68
Degrees Conferred	33	41	27	46	47

Cost/Benefit Analysis
Educational Leadership (M.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	1.00
Admin/Professional Faculty	0.00
Classified Staff	0.00
Total Full-Time Positions	**1.00**
Adjunct Faculty	**5.00**
Direct Expenses	
Personal Services	$106,467
Non-Personal Services	$2,825
Total Direct Expenses	**$109,292**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$200,397
Total Surplus/(Deficit)	**$91,105**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	80		
FTE Credits Generated Annually	1063.00		
Credits per Faculty FTE (Fall Semester)	1063.00		
Degrees Awarded	46		

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	41	40	39	80

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	322	13.50%
Starting Salary (National data)	-----	

	State	National	License/Certification Requirement
Program Accreditation	State approved program	NCATE: Educational Leadership Constituancy Council (ELCC)	PK-12 Administration and Supervision Licensure Endorsement

	State	National	License/Certification Requirement
Exam Pass rates	School Leaders Licensure Assessment: 92% pass rate		

GRADUATE OUTCOMES	
Job Placement	95%
Median Entering Salary	$46,239
Graduate School Pursuit	-----
Lifetime Earnings Expectation	$2.26M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	95%

Time to Degree:	
Radford University	3.3
Nationally	2.0

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Literacy Education

Overview

The Radford University Master of Science degree in Literacy Education focuses on the complex roles of Reading Specialists. It prepares students for advanced graduate study in reading and literacy education, as well as related fields. The program prepares students for positions as Reading Teachers, Reading Coordinators, Literacy Coaches and Reading Specialists (K-12). This comprehensive program also meets Virginia State requirements for K-12 Reading Specialist endorsement.

The Literacy Education program offers a carefully sequenced blend of courses designed to provide the skills and knowledge necessary to become confident, thoughtful, and skilled reading specialists. This state approved program was established in 1973 and is accredited by both the International Reading Association (IRA) and the National Council for Accreditation of Teacher Education (NCATE).

The program offers flexible course scheduling for students who are full-time teachers. In addition, the program is structured so that the three years of experience required for state endorsement can be achieved by the time beginning teachers finish the program.

The Complex Roles of Reading Specialists

According to the International Literacy Association, the role of reading specialists is increasingly complex. For example, a reading specialist "can serve as a teacher for students experiencing reading difficulties; as a literacy or reading coach; or as a supervisor or coordinator of reading/literacy in their schools. The reading specialist must be prepared to fulfill the duties in all of these areas."

A reading specialist is often responsible for professional development for teachers by providing them with the support needed to implement various instructional programs and practices. They provide essential leadership for the school's entire literacy program by helping create and supervise long-term staff development. These individuals need to have experiences that enable them to provide effective professional development for the teachers in their schools. Reading specialists also need to have experiences that enable them to work effectively with administrators, since they serve as a liaison between the faculty and the administration.

Program Enrollment

Students enrolled in the Literacy Education program are typically full-time teachers and part-time graduate students, taking their courses in the evenings. Whenever possible, the program operates within a cohort model, offering courses to groups of teachers within specific school divisions. The table below summarizes program enrollment over the last five years.

	2010-11	2011-12	2012-13	2013-14	2014-15
Enrollment	28	27	13	13	11
Percent In-State	100%	100%	100%	100%	91%
Credit Hours Taught	429	447	249	369	384
by full-time faculty	71%	73%	66%	60%	70%
Degrees Conferred	11	2	19	1	10
Faculty	5	5	5	5	5

Program Highlights

The Literacy Education faculty regularly serves a variety of programs. We offer undergraduate and graduate courses to Elementary Education, Secondary Education programs, Special Education, Curriculum & Instruction, Early Childhood / Early Childhood Special Education and Health and Human Performance programs.

Literacy Education faculty have:

- Planned, organized, and led the regional literacy conference of the New River Valley Reading Association. Hundreds of pre-service and practicing teachers attend throughout southwest Virginia.
- Presented at numerous local, state, and national conferences.
- Presented with two graduate students at the renowned Shenandoah Children's Literature Conference.
- Presented with 23 graduate students at the state-level VSRA conference.
- Published research in peer-reviewed journals and served as editors for peer-reviewed journals.
- Served as board members for national and state level literacy organizations including, the Literacy Research Association, VA NAME; Teachers as Researchers for the Virginia State Reading Association; International Projects for the Virginia State Reading Association; Standards Revision Committee – Assessment Strand for the International Literacy Association.

- Conducted a Literacy Education Advisory Board. This is a group of 18 educators from 7 different school systems in Southwest Virginia come together bi-annually to discuss our undergraduate and graduate programs in Literacy Education.
- Planned and implemented tutoring programs at three partnership schools.
- Applied for and received grant funding totaling over $500,000 for grants focused on integrating science and literacy and building literacy leadership in schools.
- Taken courses in Teaching English as a Second Language and developed a graduate program concentration focusing on preparing educators to teach English Language Learners.
- Developed study abroad opportunities for students in Mexico and Malawi, Africa.

Cost/Benefit Analysis
Literacy Education (M.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	4.00
Admin/Professional Faculty	0.00
Classified Staff	0.00
Total Full-Time Positions	**4.00**
Adjunct Faculty	**6.00**
Direct Expenses	
Personal Services	$425,869
Non-Personal Services	$11,301
Total Direct Expenses	**$437,170**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$270,687
Total Surplus/(Deficit)	**($166,483)**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	13
FTE Credits Generated Annually	369.00
Credits per Faculty FTE (Fall Semester)	92.00
Degrees Awarded	1

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	5	5	2	13

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	129	14.50%
Starting Salary (National data)	-----	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	97%
Median Entering Salary	$40,951
Graduate School Pursuit	-----
Lifetime Earnings Expectation	$2.25M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	100%

Time to Degree:	
Radford University	2.5
Nationally	2.0

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Nutrition and Dietetics Major

Mission Statement
The mission of the Nutrition and Dietetics Program extends the missions of the University, College and Department by preparing professionals to serve the public through the promotion of optimal nutrition, health and well-being. The Nutrition and Dietetics Program is designed to prepare students for careers as Registered Dietitians/ Registered Dietitian Nutritionist (RD or RDN).

Accreditation
Radford University's Didactic Program in Nutrition and Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The next site visit will be scheduled for 2020.

Credentialing Pathway
After completing Radford University's baccalaureate degree, graduates are eligible to apply to an ACEND accredited Internship Program in Nutrition and Dietetics (IPND). Upon successful completion of the 1200 hour IPND, graduates may sit for the national exam and become credentialed as an RD/RDN. Employment opportunities encompass a wide variety of settings, including hospitals, schools, senior living communities, government and public health agencies, as well as food-and nutrition-related businesses. RDNs may also find employment in areas such as research and teaching, private practice, culinary, media or public policy. The field provides much opportunity for growth and an advanced-practice career ladder.

Career Outlook
As a result of increasing emphasis on disease prevention and longevity through improved dietary habits, the demand for nutrition and dietetics professionals is on the rise. The science and art of applying the principles of food and nutrition to health is a vital, growing profession with many career possibilities. Employment of RDNs: 21% career growth projected through 2022 (www.bls.gov).

Outcomes
- Placements in Internship Programs in Nutrition & Dietetics: 20 percentage points (5-year average, 2011-2015) higher than national average (70% compared to 50%).
- RDN Exam 5-year average (2011-2015) first year pass rate= 94%.
- Have placed 42 students in post-baccalaureate Internship Programs in Nutrition and Dietetics (IPND), across 14 states in the past 5 years (2011-2015).

Curriculum
The DPND curriculum is science-based, emphasizing evidence-based practice supported by decades of empirical research.

• Courses in medical nutrition therapy, counseling, community nutrition and nutrition assessment prepare students for careers in clinical and community nutrition.

• Upper-level courses cover principles in nutrition through the life cycle, advanced nutrition and biochemistry and research methodology.

• Coursework in food service, basic food science and special diet preparation provides students with foundation knowledge for food service operations and the food industry.

Faculty & Student Highlights

Dr. Jyotsna Sharman
- Teaches two courses with the *Scholar Citizen* designation and mentored the community project for the *Scholar Citizen in Action* award.
- Accepted as an Honors Faculty Fellow, Honors Academy, Radford University, December 2015
- Accepted as a Fellow, Academy of Nutrition and Dietetics, August 2015
- Serves as a site reviewer for the Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Mentored student projects at the *Student Engagement Forum*
- Gave presentations at several conferences: *Annual Conference on Higher Education Pedagogy*, *Center for Diversity and Inclusion*, and *Faculty/Staff Wellness*
- Authored publications for peer reviewed journals and a continuing education agency

Dr. Laurie Bianchi

- Was invited to speak at the annual American Oil Chemist Society meeting in May 2016
- Published three manuscripts in peer reviewed food science journals in 2015
- Is part of an interdisciplinary team that was awarded a SEED grant to study protein concentration in food waste and roaches
- Mentored two students who were finalists in a C4 – Communicating Chemistry: Caribbean Cuisine contest under Dr. Bianchi's guidance. The students prepared a Caribbean dish and explained an aspect of chemistry of the dish to judges at the annual American Chemists Society meeting in San Diego, California (March 2016)

Mrs. Mary Jean Miller
- Was certified as a Health Coach by the American Council on Exercise (December 2015)
- Served as President of the Southwest District Academy of Nutrition and Dietetics, 2014-2015
- Mentored students, developed the clinical case, and facilitated groups in the Waldron College Inter-professional Education Symposium (2015)
- Presented in Faculty Fitness Program- *Body Composition Analysis & Nutritional Intake*

Students/Alumni
- A Nutrition and Dietetics student was chosen as Student of the Year for the College of Education and Human Development (2016)
- Alumna Kimberly Lunsford was recognized as the Emerging Dietetic Leader (2014-2015) by the Virginia Academy of Nutrition and Dietetics
- Valerie Agyeman (2015) is a contributing writer for the "Stone Soup Blog" on the Academy's Food & Nutrition Magazine website.

Additional
- The Student Academy of Nutrition and Dietetics @ Radford University is an active organization offering networking opportunities, leadership development, career-focused speakers, community engagement, job leads, and social events.
- Students are active in local and global food security initiatives, including *Stop Hunger Now* and *Feeding America of Southwest Virginia*.
- Dedicated Foundation Scholarship- Mary Kathryn Phipps Brewer Memorial Scholarship (~$17,000, offers an annual award).

Cost/Benefit Analysis
Foods and Nutrition (B.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	3.00
Admin/Professional Faculty	0.00
Classified Staff	0.00
Total Full-Time Positions	**3.00**
Adjunct Faculty	**0.00**
Direct Expenses	
Personal Services	$307,323
Non-Personal Services	$6,630
Total Direct Expenses	**$313,953**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$473,927
Total Surplus/(Deficit)	**$159,974**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	97
FTE Credits Generated Annually	2125.00
Credits per Faculty FTE (Fall Semester)	708.30
Degrees Awarded	20

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	96	80	36	97

	Announced Jobs	Projected Occupational Outlook	
Workforce Demand for Program	122	17.20%	
Starting Salary (National data)			

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	65%
Median Entering Salary	$27,636
Graduate School Pursuit	50%
Lifetime Earnings Expectation	$2.67M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	70%

Time to Degree:	
Radford University	4.4
Nationally	4.6

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Secondary Mathematics Education Program
School of Teacher Education and Leadership

Students graduating from the Secondary Mathematics Education program are licensed to teach mathematics in grades 6-12. Mathematics teachers remain an area of high need in the Commonwealth of Virginia and nationally. Working in conjunction with the Mathematics Department, graduates from the program are not only well versed in mathematical content knowledge, but also in student-centered instruction utilizing the most current research in mathematics education.

Mission
The mission of the Secondary Mathematics Education Program is to develop excellent contemporary teachers of secondary mathematics, primarily through a program that offers outstanding instruction in mathematics content, methods of teaching mathematics, and general educational issues, with supportive experiences in public school classrooms. The teacher of secondary mathematics fully understands the content being taught and facilitates a student-centered approach to learning that encourages the construction of mathematical understanding, and utilizes appropriate technology for a variety of learners.

Entrance requirements
To enter the program, students complete the equivalent of a mathematics major by the end of their junior year. They must pass teacher licensure exams (VCLA, Praxis I Core Mathematics Exam and the Praxis II mathematics content exam) before acceptance into the Teacher Education Program. Students must also have and maintain a GPA of 2.75, both in the major and in all their coursework at Radford.

Early Field Experience (blocking) semester
During the Fall semester, students have two half-semester placements, one in a middle school setting and one in a high school setting. They participate in their placements while taking 15 credit hours of classes during the same semester. The classes consist of reading in the content area, special education for secondary instructors, educational technology and a mathematics methods course for grades 6-12. The final three hours represents their time in schools. Students are supervised and observed by university supervisors.

The methods course focuses on interns developing a philosophy on which to base their teaching. The focus of the course is on using problems as the basis of lessons. Students solve tasks that require a high cognitive demand and through carefully crafted lessons. The interns learn how to determine if a task is suitable for the goals of the lesson, set appropriate goals, and determine strategies. Students read current journal articles, watch and react to videos of exemplary teaching scenarios and reflect on what they are learning and applying in the schools.

Student Teaching semester
Student interns are placed in either a high school or middle school setting for student teaching full-time. In addition to their time in the classroom, the students are also enrolled in a 3 credit seminar. This course meets weekly and discussions involve current issues they are facing in the classroom, development of lesson plans and classroom management.

During the semester interns are formally observed by their university supervisor in person between 4-6 times as well as via video clips of themselves teaching which are uploaded to Edthena, an electronic video performance feedback system. The assignments completed during student teaching align with the current CAEP requirements and demonstrate the interns' ability to plan lessons, assess their students and use the assessment data to guide their instruction.

Enrollment and Completion

Secondary Mathematics Program	2013 - 2014	2014 - 2015	2015 - 2016	2016 – 2017 (projected)
Undergraduate	4	7	1	2
Graduate	3	0	0	1

To date, all graduates of the secondary mathematics education program have secured a teaching position before the end of the summer.

Future of the Program
There have been declining numbers in the program, yet this trend is not isolated to Radford. Across the country, numbers of students entering the teaching profession are dropping, especially in STEM related disciplines. Collaboration between the mathematics department and STEL concerning recruitment are ongoing. The math department recently revised their coursework for all of their concentrations (teaching, applied math and statistics). In doing so, math majors in the applied math program and statistics program can more easily pursue a secondary mathematics license upon completion of their degree. This may help increase the numbers for the program. There is an aggressive plan to revamp the secondary mathematics program, including the search for a new tenure track faculty member and the development of a robust student recruitment plan.

Radford University Secondary Science
Teacher Education Program

The Secondary Science Education program is within the School of Teacher Education and Leadership Department and is both an undergraduate and graduate program preparing teacher candidates who earn a degree in their specific science disciplines. The four areas of secondary science teaching licensures include biology, Earth Sciences, chemistry and physics. Students are required to pass all teacher licensure exams and be accepted into the Teacher Education program before they are officially admitted into the program.

The Secondary Science Education Program is dedicated to preparing teachers who understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure and can conduct scientific investigations. Our teacher candidates engage students effectively in studies of the history, philosophy, and practice of science while enabling students to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

Additionally, Secondary Science Education teacher candidates organize safe and effective learning environments that promote the success of students and the welfare of all living things. They recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society.

Science, technology, engineering and mathematics (STEM) workers drive our nation's innovation and competitiveness by generating new ideas, new companies and new industries. However, U.S. businesses frequently voice concerns over the supply and availability of STEM workers. Science, technology, engineering and mathematics workers play a key role in the sustained growth and stability of the U.S. economy, and are a critical component to helping the U.S. win the future. ***Someone must adequately educate tomorrow's STEM workers.*** We increasingly need science teachers.

Program Enrollment
The table below highlights student enrollment and degrees conferred in the Secondary Science program over the last five years. With the competition to attract science majors away from the STEM fields, our numbers have dropped over the last ten years. Other Virginia universities and universities across the country report this same decline. The School of Teacher Education and Leadership is working with faculty to develop more robust recruitment plans and to work with STEM faculty more collaboratively in an effort to increase student enrollment in secondary science.

	2010-11	2011-12	2012-13	2013-14	2014-15
Enrollment	3	4	3	2	5
Degrees Conferred	3	4	3	2	5

In addition to working with students in the secondary science program, the secondary science education faculty member also teaches an elementary science methods course which serves candidates in Elementary Education, Special Education, Deaf and Hard of Hearing, and Early Childhood/Early Childhood Special Education programs.

Secondary Social Studies
Teacher Education Program

"The student who learns history will unconsciously develop what is the highest value of history: judgment in worldly affairs. We gather historical knowledge, not to make us more clever the next time, but wiser for all time." - Jacques Barzun (adapted)

The National Council for the Social Studies defines social studies as "the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (http://www.socialstudies.org/standards/execsummary)

> "Powerful social studies teaching encourages recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action. It recognizes the reality and persistence of tensions but promotes positive human relationships built on understanding, commitment to the common good, and willingness to compromise and search for common good."
> (NCSS, 1994, p.167)

Mission

The Secondary Social Studies Teacher Preparation Program at Radford seeks to develop teachers who can help students:
- Develop judgment in worldly affairs by understanding the past behavior of people and societies.
- Understand change and how the community, nation and world we live in came to be.
- Develop essential skills for good citizenship.
- Inspire students and show them that a single individual with great convictions or a committed group can change the world.
- Develop essential thinking skills.

These teachers will be recognized for their:
- Ability to develop impactful relationships with students in order to motivate, inspire, and support them as individuals;
- Understanding of the developmental characteristics of middle and high school students;
- Command of the multiple social studies content areas;
- Understanding of the complexities of learning needs, diversity, socio-economic status, ability and gender and how these factors relate to educating our students (e.g. the need to differentiate instruction based on that knowledge);
- Ability to plan instruction based on assessment and best practices;
- Skills at delivering content in ways that foster inquiry, dialog, creativity, critical thinking, and connectivity

- Dedication at fostering the necessary citizenship skills which will allow students to effectively participate in making changes to improve our society and global community;

Program Enrollment and Completion

	2013 - 2014	**2014 - 2015**	**2015 - 2016**
Undergraduate	10	8	9
Graduate	7	1	3

Overview of Program

Students in the Secondary Social Studies Teacher Preparation Program consist of both undergraduate and graduate students. They take 21 hours of coursework in history, 12 hours in political science, six hours in geography, and six hours in economics. In the Fall, students take 18 hours of classes which includes six hours of experience in a school, typically for two and a half days per week. Students experience two seven week placements. One seven week placement takes place within a middle school setting in Roanoke City Public Schools. The high school placement is in a rural setting. Hence, students in the program experience teaching in diverse settings.

In the spring, students participate in a three-week, labor-intensive methods course. They then serve within a full-time placement for student teaching. Placements range from Wythe County to Roanoke County and all school systems in between. During student teaching, formal observations take place with students for a minimum of five times. Students also capture parts of their teaching experience on video for additional interim feedback between formal observations. Faculty conduct conferences with students at the beginning of their student teaching, after each observation, and during midterm and final evaluations.

Master of Science in Education:

Mathematics Education Content Area Studies

(Online Mathematics Education Graduate Program)

Program Overview

The Online Mathematics Education Graduate Program at Radford University offers a Master of Science in Education with a concentration in mathematics education through the delivery of distance education courses. Established in 2009, the first three cohorts of mathematics teachers completed their coursework through video conference classrooms located at Roanoke Higher Education Center, Southwest Virginia Higher Education Center, New College Institute, and the Math-Science Innovation Center in Richmond. The program has since advanced to a fully online mostly synchronous model and has expanded to include four additional cohorts of secondary mathematics teachers from more than thirty partnering K-12 school divisions across the Commonwealth of Virginia.

Designed to meet the needs of secondary mathematics teachers in Virginia, the program is unique in its scope and nature.

- We are the largest graduate level program for secondary mathematics teachers in the state of Virginia.
- The program consists of 36 hours of online courses; 21 hours of mathematics content and technology, and 15 hours of education, research, and diversity.
- The mathematics content course work focuses on developing teachers' deep conceptual understanding of mathematics and utilizes cutting edge educational technologies and STEM applications.
- The education course work focuses on enhancing teachers' pedagogical content knowledge, engages teachers in data-driven action research, and emphasizes strategies that are effective in meeting the needs of diverse learners.
- Upon completion, teachers are prepared to teach dual enrollment courses and undergraduate mathematics courses at many community colleges or universities.

The program receives Education and General (E&G) funds in the amount of $505,200 per year from the Virginia General Assembly.

Secondary Mathematics Professional Development Center

 The Secondary Mathematics Professional Development Center is a branch of the Online Mathematics Education Graduate Program supported by funding from the Virginia Department of Education's (VDOE) Mathematics and Science Partnership grant (MSP). Currently (2015-2018), we are in our sixth-eighth years of grant funding from the VDOE. In total, we have secured over $1.8 million in grant funding.

Partnered with Virginia Commonwealth University (VCU), Longwood University, NASA Langley Research Center (NASA), Virginia Polytechnic Institute and State University (VT), and 27 Virginia school divisions, the center provides top-quality online professional development, which enables high school mathematics teachers to improve their mathematics content knowledge,

pedagogical content knowledge, and assessment skills. The grant provides high school mathematics teachers in partnering districts with tuition and supplies for graduate-level coursework at Radford University, Virginia Commonwealth University, and Longwood University, as well as travel and housing for a NASA summer institute and virtual summer professional development with VT engineers.

Program Enrollment

The table below outlines enrollment and degrees conferred per cohort for the past 5 years. The program takes a minimum of 3 years to complete.

	Cohort 3 2011-12	Cohort 4 2012-13	Cohort 5 2013-14	Cohort 6 2014-15	Cohort 7 2015-present
Enrollment	19	15	10	13	23
Degrees Conferred	18	11	*	*	*

Too soon to complete the program

Looking Forward

Looking forward, we will continue to meet the needs of Virginia's secondary mathematics teachers by providing high quality innovative professional development via our course offerings. Our recent effort includes the submission of a National Science Foundation (NSF) STEM+ Computing (STEM+C) grant proposal entitled ***Preparing Teachers for a Changing World: Improving STEM+C in Secondary Mathematics Instruction.*** This proposed project is a collaborative effort among K-12 educators, mathematics educators, mathematicians, and STEM+C experts addressing the need to prepare mathematics teachers to facilitate students' computational thinking and cultivate their interest in STEM+C. Toward these ends, we propose to: (1) Design a sustainable professional development environment that integrates computing, programming, computational thinking, and modeling and simulation into 9 of our current online graduate-level courses for secondary mathematics teachers, (2) Improve secondary mathematics teachers' knowledge of computing, programming, and technological applications to influence the way the mathematics is taught, and (3) Develop teachers to serve as STEM+C leaders in their schools. Collaborating Partners include Radford University as the lead and the K-12 school counties of Chesterfield, Gloucester, and Wise; along with the cities of Hampton, Martinsville, Radford, Roanoke, Salem, Suffolk, and Virginia Beach. The International GeoGebra Institute (IGI), NASA, iCubed Tech, and the Virginia Department of Education (VDOE) are supporting partners. If funded, the participants will be 80 secondary mathematics teachers from these partnering divisions. These teachers would impact an average of three other secondary mathematics teachers and 400 secondary mathematics students. Thus, approximately 32,000 students across the commonwealth will be impacted.

Middle Level Teacher Education Program

School of Teacher Education and Leadership

Program Vision

The Middle School Teacher Preparation Program is dedicated to preparing knowledgeable, thoughtful, skillful, and caring teachers who are committed to working with young adolescents. Our mission is to provide the opportunity for pre-service teachers to work as a cohort to integrate professional studies and field experiences in the central theme of community.

Graduates of the Radford University Middle School Teacher Preparation Program will be recognized for their:

- knowledge and understanding of the unique developmental characteristics of their middle school students;
- importance of school organization, teaching, and learning at the middle school level;
- use of skills of inquiry, cooperation, and collaboration in their knowledge of teaching;
- continuing focus on content knowledge;
- knowledge of best practices, posing of problems, creation of lesson plans and strategies;
- ability to reflect on their learning;
- understanding diversity is more than color;
- ability to teach and react to each student as an individual;
- knowledge and understanding that all students can learn, but not all students learn in the same way;
- ability to acknowledge the multiple ways of learning and create learning situations so all students can be successful; and
- understanding and integration of technology in their classroom presentations.

To accomplish the above outcomes, the program:

- includes attention to diversity issues of both pre-service teachers and the students they will be teaching;
- increased the integration of technology (EDET 411);
- changed course requirements to allow more time for content-area courses by increasing the number of hours in the methods courses from one semester hour to two semester hours to help students become more knowledgeable and skilled in content and teaching strategies;
- developed a stand-alone assessment course, EDME 412, to put more emphasis on assessment strategies as required by new CAEP regulations;
- partners with local middle schools wherein pre-service and student teachers work with committed cooperating mentor teachers;
- students spend approximately 225-250 hours in the classroom during Early Field Experience, and 250-300 additional classroom hours during student teaching;
- participates in a ten-week after-school program offered by Radford University faculty and pre-service teachers; and collaborates with the Counselor Education Department in a 10-week seminar on Self Care/Social Emotional Learning conducted by the interns in the Counselor Education program.

Program Enrollment and Completion

	2010-11	2011-12	2012-13	2013-14	2014-15	5 year average
Enrollment	18	34	14	10	9	17
Degrees Conferred	10**	25**	14	10	9	13.2
Faculty	2	2	1	1	1	1.4

** Up until 2010, students could enter Early Field Experience before passing Praxis II. Since Spring of 2011, they must pass at least one of the Praxis II tests before enrolling in Early Field Experience.

At this time there are 50 students (from freshmen to seniors) registered for the Middle Level Education Program.

Middle Education Points of Pride

- In 2010, John Marks, a member of the Middle School Program class of '07, was named the Teacher of the Year representing James Madison Middle School in Roanoke. In 2016, Brianna Gallatin, a member of the Middle School Program class of '10, was named Teacher of the Year representing Woodrow Wilson Middle School in Roanoke.
- At least two alumni of the Middle School Program have been finalists in the McGlothlin Awards program, Joe Preston, class of '98, and Jayanne Bridges, class of '92 who was a winner in that program. Other alumni have gone on to be successful teachers, administrators, and assistant superintendents.
- In 2006, the Coordinator of the Middle School Program received the Distinguished Educator of the Year from the National Middle School Association, and in 2010, she received the Distinguished Faculty Advisor Award from Radford University.
- Students have an over 95% success rate in securing a teaching position their first year out of the Radford University Middle School Teacher Preparation Program.

Master of Science in Education

School of Teacher Education and Leadership

College of Education and Human Development

Program Mission

The Master of Science in Education program is designed to promote the professional development of education professionals who will teach, lead, and serve the students, schools, and communities in which they work. Program graduates will use research and evidence to continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community with the goal of ensuring the success of all students in a diverse and rapidly changing global environment.

Program Enrollment

Enrollment	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Curriculum & Instruction	85	47	62	41	40
Mathematics Education	32	25	18	29	37
IDEC - Early Childhood Special Education	12	8	14	16	12
Educational Technology*	18	6	3	4	2
Appalachian Studies					1
Total Enrollment	**147**	**86**	**97**	**90**	**92**

* Note: We began phasing out the Educational Technology Concentration during 2012-2013 due to reassignment of 50% of the program faculty and changes in demand for this job, as school districts began eliminating Instructional Technology Resource Teachers (ITRT) positions.

Growing Our Program

The MS in Education program continually monitors the field of education and adapts and expands to meet the needs of the field. In this regard, the program has included the following:

- *Add-on endorsement in Gifted Education K-12*: In January 2015, we launched a four course sequence that will allow professional teachers to add the *Gifted Education, K-12* endorsement to their existing teaching license. Teachers with this endorsement are qualified to serve as gifted resource specialists or to better differentiate within their classrooms for the needs of high-ability students. Gifted education coursework is offered 100% online through a blend of synchronous and asynchronous instruction.
- *Online Cohort for Professional Teachers***:** In an effort to attract more veteran teachers to pursue their M.S in Education, we are starting our first cohort of 100% online program for licensed teachers during Summer 2016. The teachers in this cohort will be able to network with teachers across a broad geographic area.
- *English as a Second Language, Prek-12 (ESL) Endorsement***:** We are in the development stage for the courses leading to the ESL endorsement though we do not yet have enough faculty to begin offering these courses. We are eager to launch these courses as soon as faculty are available to teach as changing demographics in the school population highlight the need for teachers with these skills.

The Master of Science in Education offers great flexibility in terms of program pacing and specializations including four different concentrations with additional specializations in the planning/development stages.

Concentrations within the Master of Science in Education
- *Content Area Studies, Appalachian Studies* is a 30-hour program designed for teachers in the region who wish to incorporate place-based education strategies in their classrooms.
- *Mathematics Education* is a 36-hour program designed to enhance secondary mathematics teachers' pedagogical knowledge while providing additional mathematical content preparation. Program graduates are eligible to teach dual enrollment courses and for mathematics teaching positions at 2-or 4-year colleges.
- *Curriculum and Instruction (with licensure)* – This concentration allows teacher candidates to pursue a master's degree while concurrently earning initial licensure at the elementary, middle, or secondary level. While there are online courses available in the master's + licensure track, this track involves intensive internships out in our partner schools.
- *Curriculum and Instruction (without licensure)* – Working closely with an advisor, professional educators in this concentration develop a highly personalized program of studies with courses focusing on literacy, assessment of student learning, pedagogy in special and general education, curriculum design and development. Through careful course planning and selection, veteran teachers may access this program 100% online.
- *Early Childhood Education/Early Childhood Special Education* – This concentration is open only to students who are in the five-year program. Students in this concentration begin as undergraduate early childhood majors at Radford University and are eligible for teaching licenses in both early childhood (Pre-K through grade 3) and early childhood special education (birth through aged 5).

Elementary Education

Interdisciplinary Studies[2] – with Teacher Licensure PK-6

Mission Statement

Our nationally-accredited Elementary Education Teacher Preparation Program develops culturally responsive teachers, who honor the strength and potential of the individual, the school, and the community. Elementary Education Program candidates demonstrate a commitment to:

- Life-long learning.
- Inquiry and reflection to improve instructional practices.
- Creating learning environments that involve positive social interactions and active student engagement.
- Applying best practices in order to ensure that all PK-6 children are successful learners.

Overview

Radford University has been preparing teachers since its establishment in 1910, and our program is currently listed as one of the largest majors on campus. Our graduates hold a degree in Interdisciplinary Studies with a Virginia Collegiate Professional Teaching License in grades pre-K through six. The program undergoes rigorous review to assure that our candidates and program meet standards as set forth by the teaching profession and the Council for Accreditation of Educator Preparation. With the requirement of a major in interdisciplinary studies, students are also prepared with skills for other careers requiring a broad liberal arts background, especially those in which they must demonstrate strong interpersonal skills - such careers in school counseling, curriculum development, principalship and supervision.

The Elementary Education program is designed as a field-based experience. Students are actively engaged in methods courses in preparation for their work in the field. Upon acceptance into the field experience, teacher candidates are placed in cohorts of 12-18 students for a year-long field experience in local public elementary schools. Our teacher candidates complete:

- A 4-year program, and earn a Bachelor of Science in Education with a major in Interdisciplinary Studies.
- Two, 15 hour concentration, from the content areas of Math, Science, English, Social Sciences, Special Education, or foreign language.
- A capstone experience involving two field-based, intensive semesters.

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[2] The Interdisciplinary Studies Programs in the College of Education and Human Development are separate programs from the Interdisciplinary Studies in Liberal Arts Program (IDSL) which is in the College of Humanities and Behavioral Sciences. See narrative for the IDSL under the College of College of Humanities and Behavioral Sciences.

Program Enrollment and Completion

Table 1: IDS w licensure PK-6

	2013 – 2014	**2014 – 2015**	**2015 - 2016**
Undergraduate	89	73	76
Graduate	10	7	7

Program Highlights

- Awarded the Innovative Teacher Preparation Program award from the Southern Regional Association of Teacher Educators.
- Currently the only four-year Elementary Education licensure program offered by a state funded institution.
- Graduates earn more than 500-clock hours of educational field experience.
- Student placements in 10 different schools in four local school districts: Roanoke City, Radford City, Pulaski County, and Montgomery County.
- Candidates must meet strenuous requirements for acceptance into the program:
  - Passing licensure tests (PRAXIS, VCLA, RVE) which evaluate content and pedagogical knowledge in reading, writing, mathematics, science, and social studies.
  - Achieving academic excellence with a minimum GPA of 3.00
  - Maintaining grades of "C" or better in **ALL** coursework.
  - Exhibiting personal and professional characteristics.
- Elementary Education Candidates and Special Education Candidates are co-placed in two cohorts for a collaboration experience.
- Students can maintain membership in active professional organizations:
  - Kappa Delta Pi – Education Honor Society
  - Student Virginia Education Association
- Before and after school tutoring programs are supported in the Radford and Pulaski cohorts.
- Family connections projects, including a Math Carnival, Camp Read S'more, and Family Fun night are yearly projects planned and implemented by candidates in the Roanoke cohort.
- The Roanoke Cohort is a program offered in an effort to meet the needs of individuals in the Roanoke and surrounding areas and those of local schools and communities. This is a collaboration with Virginia Western Community College.
- Offers a licensure program at the graduate level for those who have already earned a bachelor's degree in an academic discipline.
- The employment rate for students pursuing licensure to teach at Radford University is currently 94 percent.

Our Faculty

- 7 full time faculty (4 tenured, 3 untenured).

- Have teaching experience in the PK-6 environment.
- Expertise includes: high-impact teaching strategies, cultural responsiveness, instructional technology, special education and inclusive practices, literacy, English Language Learners, gifted education, global education, and interdisciplinary teaching.
- Research agendas include: global education, integration of technology, literacy, Universal Design for Learning
- Are active members of local, state, and national educational organizations including, but not limited to: NCSS, VRA, NGS, VA-ACTE, Learn Forward, IRA, NCET, VSTE, ISTE, UDL-IRN, VA-NAME.

Interdisciplinary Studies[3] in Early Childhood (IDEC) Program

Early Childhood Education & Early Childhood Special Education

Blended 5-year program

IDEC Program Philosophy

The IDEC program prepares graduates to work with children and their families from birth to age eight at all levels of abilities in a variety of settings. The program is based on professional, national, state, and local standards, as well as ethical guidelines. Our program combines the best practices and research in early childhood education and those in early childhood special education.

We believe that graduates should be skilled in a range of options regarding curriculum, methods and program models based on research, theories and best practices. With this knowledge and a variety of field experiences, graduates have the flexibility to individualize instruction based on the needs of children, families, and communities.

Ethics guide the professional's work with children and families, and ethics govern the IDEC program. We believe that advocacy for children, families, and the profession is essential to improving the quality of life for children.

Overview

Table 1 outlines growth of student enrollment, degrees conferred, and faculty of IDEC program. While 30% of student enrollment has been increased for the last 5 years, the number of faculty was decreased in 2011-2012 due to a retirement, and the position has not been filled.

Table 1: IDEC student enrollments, degrees conferred and number of faculty

	2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Student Enrollment	102	97	103	130	130
B.S. Degrees Conferred	16	9	15	22	21
M.S. Degrees Conferred	14	10	6	11	17
Full Time Faculty	4	3	3	3	3

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[3] The Interdisciplinary Studies Programs in the College of Education and Human Development are separate programs from the Interdisciplinary Studies in Liberal Arts Program (IDSL) which is in the College of Humanities and Behavioral Sciences. See narrative for the IDSL under the College of College of Humanities and Behavioral Sciences.

Program Highlights

- The IDEC program recommends dual licensure for students. Graduates of the program can teach both in early childhood education (Pre-K to 3rd grade) and early childhood special education (birth to age 5) settings.
- Early childhood special education and elementary education are defined as "Critical Shortage Areas" by the Virginia Department of Education. Thus, graduates are quickly hired. The program gets frequent requests for teachers with these credentials.
- In its twelve year history, 100% of graduates have been employed after graduating from the program. Those hired by local schools are now serving the program as Cooperative Professionals and/or adjunct faculty, in which they host current students in their own classrooms.
- ECE and ECSE blended and dual license program characteristics are advantageous in recruitment and retention. Many students from beyond the New River Valley, including northern Virginia and other states, have chosen our program.
- To serve the increasing number of students, the program hires approximately 10 adjunct faculty members each year.
- To facilitate ECE and ECSE blended practices, the program provides students with experiences in local early childhood education settings before starting their early field experiences and student teaching.
- Local Head Start programs, Virginia Preschool Initiative classrooms, and NAEYC accredited childcare programs have built a good relationship with the program throughout the students' early field requirements.
- IDEC students are advised by IDEC faculty members from their freshmen year to graduate year, which is a strong retention component of the program.
- Radford Early Learning Center was recently added to the program's community resources. Two faculty members (Drs. Sharon Gilbert and Boyoung Park) served as board members. In Fall 2016, the program will send students to the center for an early field requirement.
- IDEC program faculty serve other programs, oversee grant projects, and contribute as professionals in many additional ways. Dr. Kathy Hoover coordinates the M.S. in Special Education (ECSE concentration) program as well as teaching and supervising IDEC students. Dr. Sharon Gilbert serves the School of Teacher Education and Leadership as the assistant director. Dr. Boyoung Park coordinates the IDEC program as the Program Area Leader, conducting early childhood research projects, and publishing her research results.

Waldron College of Health & Human Services

Radford University

Department of Communication Sciences and Disorders

The mission of the Department of Communication Sciences and Disorders is to develop professionals who are ethical, knowledgeable, skillful, and capable of working independently and in collaboration with clients, families, and other professionals. The commitment of the department to this mission is reflected in the undergraduate liberal arts and sciences requirements; in the academic coursework in speech, language, and communication development across the human life span; in coursework that engenders awareness of issues in culturally diverse populations; in the graduate coursework in diagnostic and treatment methodologies; in clinical practicum experiences and requirements; and, in coursework teaching research skills that support lifelong learning.

Speech-language pathologists evaluate individuals' skills in speech, language, or swallowing. They identify treatment options, create and carry out individualized treatment plans that address specific functional needs, work with individuals to develop and strengthen the muscles used to swallow, and counsel patients and families on how to cope with communication and swallowing disorders. Some speech-language pathologists specialize in working with specific populations, such as individuals with traumatic brain injuries, cleft palate, or autism spectrum disorder.

The four top employers of speech-language pathologists are educational services, state, local, and private (44%); private practices (19%); hospitals (13%); and, nursing and residential care facilities (5%). In schools, speech-language pathologists work with teachers, other school personnel, and parents to develop and implement individual or group programs, provide counseling, and support classroom activities. In medical facilities, they work with physicians and surgeons, social workers, psychologists, occupational therapists, physical therapists, nurses, and other health care workers.

The salaries for speech-language pathologists vary depending on their experiences, work settings, and geographic locations. The median annual wage for speech-language pathologists was $71,500 in 2014. Employment of speech-language pathologists is projected to increase by 21% by 2024. This is largely due to: improved survival rates of premature infants and individuals who have experienced strokes and other traumas; increases in the number of school-aged children with disabilities who require special education services; and, improved identification of communication disorders in young children who require early intervention.

Our undergraduate and graduate programs are competitive; students understand the demands of the profession require faculty to maintain high expectations and a rigorous curriculum. However, faculty and staff in the department continue to cultivate a student-centered culture in line with that of the university. Students who complete the graduate program enjoy an employment rate of 100% and pass rate of the national examination (Praxis) of 100%.

References:

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-2017 Edition

American Speech-Language-Hearing Association, http://www.asha.org/Students/Learn-About-the-CSD-Professions

Cost/Benefit Analysis
Communication Sciences and Disorders (B.A., B.S., M.A., M.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	7.00
Admin/Professional Faculty	0.00
Classified Staff	2.00
Total Full-Time Positions	**9.00**
Adjunct Faculty	**10.00**
Direct Expenses	
Personal Services	$841,158
Non-Personal Services	$68,405
Total Direct Expenses	**$909,563**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$813,103
Total Surplus/(Deficit)	**($96,460)**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	124 (UG), 62 (GR)		
FTE Credits Generated Annually	3227.00		
Credits per Faculty FTE (Fall Semester)	461.00		
Degrees Awarded	13 (UG), 25 (GR)		

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program (UG)	80	74	43	124
Student Demand for Program (GR)	235	64	28	62

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	94 (UG), 735 (GR)	35.50%
Starting Salary (National data)	$25,629	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	Undergraduate	Graduate
Job Placement	N/A	65%
Median Entering Salary	N/A	$52,895
Graduate School Pursuit	69%	-----
Lifetime Earnings Expectation	$2.36M	$3.13M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	90% (UG), 96% (GR)

Time to Degree:	Undergraduate	Graduate
Radford University	4.3	2.3
Nationally	4.6	2.0

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University

Department of Occupational Therapy

The Department of Occupational Therapy and its Master of Occupational Therapy (MOT) program were founded in 2009, to address an unmet need for occupational therapists in southwestern Virginia. The department's mission is to prepare students to become master's-level professionals who understand the power of occupation to rebuild lives, practice competently and ethically in both traditional and innovative service settings, reflect upon and continuously improve the services they provide, and assume leadership roles in health-care facilities and communities.

Occupational therapists help people across the lifespan participate in the everyday activities they need to and want to do, when developmental disabilities, illness, injury, or the aging process present challenges. The profession has a holistic perspective, in which the person's abilities, the demands of tasks, and the characteristics of the environment are all considered in solving problems, and the person is an integral part of the therapy team. Occupational therapists work in hospitals, schools, nursing homes and community agencies. The current unemployment rate is only 1%, and the U.S. Department of Labor projects much faster than average growth (27%) between 2014 and 2024. The median salary for occupational therapists is $78,810.

Radford University's MOT program is a full-time, all-year-round curriculum which prepares students to begin careers as occupational therapists. Students complete the program in "lockstep", taking a total of 82 credit-hours of coursework and fieldwork, and graduating in 2 ½ years. The program admitted its first class of ten students in 2009, and enrollment grew as planned until target enrollment was reached in 2014-2015. We attract a healthy pool of qualified applicants each year, many of whom initially came to undergraduate programs at Radford University with the intention of going on for a master's degree in occupational therapy. Only graduates of programs accredited by the Accreditation Council for Occupational Therapy Education are eligible for certification as occupational therapists, and Radford University's MOT program earned full accreditation with no areas of noncompliance in 2011.

Today, the MOT program has 81 graduates. The program retains 98% of admitted students. For the last two years, 100% of our program's graduates have passed the national Certification Examination for the Occupational Therapist. All graduates who wish to work as occupational therapists are employed. Approximately half of our alumni live and work within 100 miles of the university, and many remain involved with the program as guest presenters, fieldwork supervisors, and partners in collaborative projects. In response to a recent survey, 56% of our graduates said that they would be interested in returning to Radford University for a doctoral degree in occupational therapy, if an OTD program were offered.

Cost/Benefit Analysis
Occupational Therapy (M.O.T.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	5.00
Admin/Professional Faculty	0.00
Classified Staff	1.00
Total Full-Time Positions	**6.00**
Adjunct Faculty	**1.00**
Direct Expenses	
Personal Services	$747,422
Non-Personal Services	$65,759
Total Direct Expenses	**$813,181**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$325,256
Total Surplus/(Deficit)	**($487,925)**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	56
FTE Credits Generated Annually	1699.00
Credits per Faculty FTE (Fall Semester)	340.00
Degrees Awarded	13.00

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	55	22	20	56

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	1919	38.60%
Starting Salary (National data)	-----	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	N/A
Median Entering Salary	N/A
Graduate School Pursuit	-----
Lifetime Earnings Expectation	$3.13M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	95%

Time to Degree:	
Radford University	2.60
Nationally	3.50

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University

Doctor of Physical Therapy

The Radford University Doctor of Physical Therapy (DPT) program is located in Roanoke, VA. It aspires to prepare responsive and engaged physical therapists who lead by example through providing best practice care. Our vision parallels the American Physical Therapy Association's (APTA's) 2030 vision that direct access physical therapy will be provided by doctors of physical therapy who will be recognized by consumers and other healthcare professionals as the practitioners of choice for the evaluation, treatment, and prevention of movement-related dysfunction. The program is designed to prepare students as entry-level, diverse, culturally-sensitive autonomous practitioners of physical therapy. This is facilitated through a student-focused, engaging and challenging intellectual and psychomotor teaching/learning environment. Learning begins with foundational sciences, and progresses through clinical skills courses that prepare students for clinical education experiences in a variety of healthcare institutions, agencies, and practice settings. By the end of the three-year program, graduates have completed 120 credit hours of graduate coursework and 36 weeks of clinical education.

Research is considered a vital corollary to the teaching/learning process of lifelong learning and creates the foundation of new knowledge to meet the current and future healthcare needs of society. All DPT students are engaged in Capstone research during their tenure in the program. Students research existing literature, design and implement their own research studies, complete a formal manuscript, and orally defend their design and findings in front of their committee, peers, and other attendees. To date, all student research has been accepted for peer-reviewed presentation at local, regional, national, or international conferences.

The Doctoral Program in Physical Therapy has demonstrated excellent productivity and sustainability since its inception. The average retention rate within the program is 91%, meaning that the vast majority of admitted students are graduating, and 97.5% are ultimately passing their licensure examinations and securing employment in the field. There is a very strong job market for graduates, and salaries are excellent, which helps accommodate the repayment of loans accrued during their education. Physical therapy will continue to be an excellent career choice for many years to come due to growing societal needs, a wealth of available practice settings, and the satisfaction associated with helping individuals improve their quality of life.

Cost/Benefit Analysis
Physical Therapy (D.P.T.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	7.00
Admin/Professional Faculty	1.00
Classified Staff	1.00
Total Full-Time Positions	**9.00**
Adjunct Faculty	**2.00**
Direct Expenses	
Personal Services	$1,292,082
Non-Personal Services	$531,927
Total Direct Expenses	**$1,824,009**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$445,982
Total Surplus/(Deficit)	**($1,378,027)**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	58		
FTE Credits Generated Annually	2437		
Credits per Faculty FTE (Fall Semester)	348.00		
Degrees Awarded	11		

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	201	60	23	58

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	1427.00	46.10%
Starting Salary (National data)	-----	

	State	National	License/Certification Requirement
Program Accreditation		Council on Accreditation on Physical Therapy Education (CAPTE)	

	State	National	License/Certification Requirement
Exam Pass rates		NPTE (National Physcial Therapy Examination. 100% Pass Rate - Year 1; 92% Pass Rate - Year 2 for the First Time Pass Rate	

GRADUATE OUTCOMES	
Job Placement	N/A
Median Entering Salary	N/A
Graduate School Pursuit	-----
Lifetime Earnings Expectation	$3.13M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	

Time to Degree:	
Radford University	5.00
Nationally	3.00

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University

Nursing Practice (D.N.P.)

Radford University School of Nursing's (RUSON) vision is to embrace its tradition of innovative education, practice, and scholarship to prepare excellent professional nurses who, by blending knowledge with caring, meet the evolving healthcare needs of the region and beyond. The mission of the RUSON is to educate professional nurses to meet the changing health care needs of the region, state, nation, and world. Educational experiences are designed to prepare students to provide nursing care sensitive to clients' diversity.

Nursing is both an art and a science. Caring is the essence of professional nursing. The nursing process is utilized to provide evidence-based nursing care across the lifespan. Professional nursing involves interdisciplinary collaboration and forming partnerships with clients to facilitate growth and life processes through effective communication and therapeutic nursing interventions. Professional nurses assume multiple roles, including clinician, educator, collaborator, advocate, information manager, consumer of research, manager, and leader. Nurses must possess the necessary knowledge and skills in health care and information technologies to carry out these roles. Professional nurses influence legislation and policy to advance health care and nursing on a regional, state, national and global level. The mission statement exemplifies the commitment of faculty to provide a learning partnership with students to achieve a rich and challenging learning environment. The RUSON recruits, retains, and graduates students who think critically while caring for individuals, families, and communities of diversity.

RUSON's baccalaureate program (BSN), when compared to an associate degree nursing program, provides in-depth additional coursework to enhance the student's professional development, prepare the nurse for a broader scope of practice, and provide the nurse with a better understanding of the economic, cultural, political, and social issues that affect patients and influence healthcare delivery. The BSN nurse is able to function at a higher level because of the in-depth coursework in the areas of physical and social sciences, the humanities, nursing leadership, and public and community health. For over ten years, healthcare authorities, policymakers, and practice leaders have acknowledged that education makes a difference in nursing practice.

RUSON graduates are readily employed upon graduation and they are paid a relatively high wage. Conversely, Radford nurses do not enter the profession solely for monetary gain. Students report that their goal is to touch the lives of others.

Faculty tap into the student's inner being to help them embrace the art of nursing by connecting with individuals who are in a vulnerable state. For example, the Radford nurse holds the hand of a dying patient and stays beyond the end of a shift to follow through with a patient need. The Radford nurse keeps the patient's confidence at all times, advocates for these individuals, and ensures that the patient and the family are well educated to promote optimal outcomes. This, the art of nursing, is the major significance of obtaining a BSN from Radford University.

Reference:

American Association of Colleges of Nursing

Cost/Benefit Analysis
Nursing Practice (D.N.P.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	29.00
Admin/Professional Faculty	0.00
Classified Staff	4.00
Total Full-Time Positions	**33.00**
Adjunct Faculty	**20.00**
Direct Expenses	
Personal Services	$3,748,211
Non-Personal Services	$425,451
Total Direct Expenses	**$4,173,662**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$2,187,005
Total Surplus/(Deficit)	**($1,986,657)**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	57	
FTE Credits Generated Annually	7789.00	
Credits per Faculty FTE (Fall Semester)	268.6	
Degrees Awarded	16.00	

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	41	34	29	57

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	501	14.60%
Starting Salary (National data)	-----	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	N/A
Median Entering Salary	N/A
Graduate School Pursuit	-----
Lifetime Earnings Expectation	$2.98M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	70%

Time to Degree:	
Radford University	4.30
Nationally	4.0

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

College of
Visual & Performing Arts

Radford University

Department of Art

[pending accreditation from the National Association of Schools of Art and Design]

Mission Statement

The mission of the Radford University Art Department supports the university strategic plan of promoting excellence in teaching, research, creativity, and service. The art programs achieve these goals by building and extending a knowledge and skill base of creative and scholarly research and experimentation from which future developments in the creation and understanding of the visual arts emerge.

Student & Community Engagement

- The core of the program is the studio. Whether students choose to concentrate in graphic design, fine arts, art education or art history, they all take courses in studio techniques and must produce work that relates to their specialization.
- The exhibition is a core component of the program. Students cannot graduate without participating in a senior year exhibition where they present their best work and respond to questions about it. Museum studies students plan exhibitions that are visited by members of the university and surrounding region.
- Students participate in engagement forums, regional exhibitions and national visual arts conferences.
- Art education students teach at local schools prior to their required student teaching. For the past two years, Dr. Bay has been offering a Scholar-Citizen's class in art education which involves his students teaching art classes at a local school that no longer has an art teacher on its staff.
- This year, museum studies students are engaging in a "mock" consultative role with local museums. Following their collection of information about the museum of their choice and interviews with museum personnel, they will prepare a plan that identifies areas where change might help the museum maximize its impact on the community. The data gathering will be real; whether they offer their plan to the museum will be determined after the project is completed.
- All graphic design majors do internships prior to graduation. Our graphic design program annually produces a large number of winners at the regional Addy Awards Competition.

Recruitment and Retention

- With 254 student majors, the program is functioning at its capacity. More than half of these students come here to concentrate in graphic design. Although the MFA program is no longer unique in the state, the possibility of a concentration in graphic design at the graduate level is unique to this region. We remain unique in the sphere of undergraduate art programs because we offer classes in both darkroom photography and digital photography.
- The art education program is regularly recognized for its high quality and in the last five years 92% of art education graduates found employment in primary and secondary schools in the southeast region of the country.

- Likewise, graphic design graduates are highly successful in the job market: 85% – 90% of graphic design graduates find employment within one year of graduation. These are entry-level jobs in graphic design and they earn between $25,000 and $40,000 in these positions. Many will later earn significantly higher salaries as they continue on their career paths.

  Recent Illustrious graduates:
  - Pam Lefebure is on the cover of this month's HOW magazine
  - Zach Bush illustrated the cover for this month's Popular Mechanics
  - Derek Reynolds works at the Newszeum in Washington DC as the public relations coordinator

- Although we do not often think of a job position called "artist," the career trajectories of recent and longtime graduates from the department demonstrate that there are many work positions which greatly benefit from the creative thinking and nimble decision-making skills that come with an arts education. First destination employment after graduation ranged from those that were in allied professions to school teachers, graphic designers, art directors, and teachers in non-educational settings.

Faculty Achievements and Curriculum Innovation

- Our painting faculty have international reputations and graduate students come from around the globe to study with these faculty members.
- The director of the art education program has been recognized for his talents as both an artist and renowned art educator.
- Studio faculty have impressive exhibition records and the art historians present papers at specialized and international conferences in their fields.
- This year, two art department faculty have been nominated for the Donald N. Dedmon Distinguished Teaching Professor Award. Last year, one faculty member received the Distinguished Faculty Advisor Award and another received The Distinguished Creative Scholar Award.
- At least three faculty members have embraced the service goals of the Scholar-Citizen's initiative, offering SCI courses in art education, art history, museum studies, and painting in public spaces. This latter class created murals for the public library and the animal shelter in Radford.
- Our hands-on approach to art history is unusual. We have also developed courses geared to the needs of students in our various concentrations, such as the history of typography and books. A new course in the history of posters has resulted in a publishing contract for a textbook on that topic.
- Dr. Halide Salam is organizing a Maymester 2016 Study Abroad in Ireland. This collaborative study abroad program includes faculty and students from the Departments of Art and Criminal Justice.

Donors and Alumnae

The Art Department regularly receives donations from members of the Radford University Arts Society. The department just hosted the fourth very successful "Give Your Heart to Art"

Fundraising Dinner. The dinner, in conjunction with a watercolor exhibition of Feng works, raised a considerable sum to grow the Z. Feng Scholarship for International Students studying art at Radford University.

The Department of Art, the Radford University Museum Director and the Radford University Foundation Director worked closely with major donor Mr. John Bowles, founder of the Selu Conservancy, to host the Pardhan Gond artists' visit from Central India. The campus visit, lasting two weeks, included a CVPA collaborative performance reflecting Gond Art stories, master classes, lectures, and a very comprehensive exhibition of contemporary Gond Art. .

Alumnae have expressed a desire to be more involved with the program and would like to serve on an alumnae advisory board, when one is formed.

Cost/Benefit Analysis
Art (B.A., B.S., B.F.A.)
Academic Year 2013-2014

Departmental Resources	
Positions	
T&R Faculty	12.00
Admin/Professional Faculty	0.00
Classified Staff	1.00
Total Full-Time Positions	**13.00**
Adjunct Faculty	**7.00**
Direct Expenses	
Personal Services	$1,461,029
Non-Personal Services	$244,887
Total Direct Expenses	**$1,705,916**

Direct Revenue	
Allocated Tuition Revenue (80 CH/20 FTE)	$2,265,997
Total Surplus/(Deficit)	**$560,081**

Outreach Activity	
Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	254 UG, 23 GR	
FTE Credits Generated Annually	11371.00	
Credits per Faculty FTE (Fall Semester)	947.58	
Degrees Awarded	68 UG, 4 GR	

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program (UG)	193	149	54	254
Student Demand for Program (GR)	17	14	10	23

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	89	12.80%
Starting Salary (National data)	$37,311	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	Undergraduate	Graduate
Job Placement	67%	44%
Median Entering Salary	$23,894	$29,267
Graduate School Pursuit	7%	-----
Lifetime Earnings Expectation	$2.52M	$2.62M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	77% (UG), 70% (GR)	

Time to Degree:	Undergraduate	Graduate
Radford University	4.6	3.9
Nationally	4.6	3.3

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University
Department of Music
Accredited by the National Association of Schools of Music since 1975

The music department provides and promotes music activities for the university and community and provides instruction and experiences in music for majors and non-majors, enhanced by multi-cultural/global perspectives and the benefits of new technology. It offers professional degree programs at the undergraduate and graduate levels in preparation for careers in music therapy, music education, music business, and liberal arts degrees meeting the individual needs of students in preparation for careers in music or advanced graduate study.

Student & Community Engagement

- The Department of Music services our state and region with K-12 teacher workshops and fieldwork for our Music Education students, has agreements with regional hospitals and nursing homes for clinical opportunities for music therapy students, and internship placements throughout the country for our Music Therapy and Music Business majors.
- Our performance calendar has well over 75 performances and festival events scheduled each year, bringing in over 7,000 patrons from the local communities and region.
- Each year, faculty and student performing ensembles from the university visit public schools in the region, targeting well over 4,000 students that hear our groups perform.
- Both undergraduate and graduate students in collaboration with our faculty, present their research or performances at national conferences (AMTA, VMEA, CBDNA, MENC, MEISA), for which many have received national recognition and/or awards.

Retention, Recruitment & Demand

- Our Department builds strong relationships with students while they are still in high school through diligent recruiting visits from our faculty in schools throughout the Tri-State region presenting workshops, clinics, and performances.
- We recruit for the entire university, not just Music, as many students matriculate to Radford University knowing they will be able to major in another discipline, but pursue their passion in music performing in one or more of our many instrumental and choral ensembles.
- As our incoming freshman Music majors register for 11-14 credits of Music classes their first semester, they have an immediate "family" connection to our faculty and students, and our retention rates for those students are consistently among the highest at Radford University.
- All students accepted to Radford University with the intent of majoring in Music must complete a successful, university-level performance audition with the faculty.
- Our professionally active faculty presenting at state, regional, and national conferences including AMTA, MENC, CBDNA, and MEISA, actively recruit students at those events.
- Our performing and rehearsal facilities in the Covington Center are among the finest in the region, and serve as a wonderful recruiting tool for prospective students. We host the Tri-State Chamber Winds Program and high school District Band and Choral Festivals that draw over 1,000 potential students each year to our campus.
- After completion of their six-month internship, Music Therapy students consistently demonstrate exceptional performance on the national board certification exam administered

by CBMT. **From 2008 through 2015, the national average for pass rate was 68%, while our students' pass rate was 94%**.

- The Music Therapy Program at Radford University is the only one in VA public institutions.
- Our graduates are gainfully employed as opportunities for careers as music therapists, educators, and the music industry are in demand.
- The Music faculty direct and/or participate in the Virginia Governor's School for Humanities and Visual Performing Arts Summer Residential Program.
- The department actively participates in the Academic Common Market, attracting out-of-state exemplary academic and performing musicians from the region.

Donor Development & Alumni

- A Radford University Foundation investment package valued at $1,286,064 (the largest in CVPA) provides funding for scholarships and program support.
- The Music Department has been "friend-raising" over the last forty years building strong community ties with supporters who frequent our performances. Those relationships have led to generous fundraising for the Department.
- The Department's recent survey to alumni has generated renewed connections with those former students, with special music programming scheduled this Fall during alumni weekend to strengthen those bonds with a Music alumni reunion.
- Many of our alums are connected through social media through CVPA and our Department, and we are in process to strengthen those contact opportunities.

Curriculum Innovation, Teaching, Technology & Faculty

- Radford University is an *All-Steinway School*, one of only 177 institutions worldwide that have been designated as such, committed to the ownership and maintenance of the industry's highest quality pianos, and experienced by students, faculty, and guests.
- 100% of our faculty are professionally active presenting at conferences, festivals, clinics, and performances throughout the state, region, nation, and internationally.
- Our state of the art Performance Hall in the Covington Center features variable acoustics that can be adjusted electronically in seconds to flatter any soloist or ensemble on stage, enhancing the sonic enjoyment experienced by students, faculty, guest artists, and the audience.
- Curricular revisions to all our degree programs and concentrations are ongoing to best prepare our students for the workplace environment to reflect current standards, best practices, and exceed employer expectations.
- The Department routinely provides musical support services to interdisciplinary collaborative projects within CVPA including Musical theatre productions – *Cabaret, Anything Goes,* Dance – *Nutcracker Ballet*, Art – *Contemporary Gond Art from India.*
- Music faculty have taken student ensembles to perform throughout the world through Study Abroad opportunities including the Madrigal Singers – four trips to Russia, Guitar Ensemble – Brazil, Percussion Ensemble – Croatia, and the Wind Ensemble – Ireland (42 students and 4 faculty), all of which were life-changing experiences for our students.
- The online Music Appreciation course is Quality Matters certified.

Cost/Benefit Analysis
Music (B.A., B.S., B.M., M.A., M.S.)
Academic Year 2013-2014

Departmental Resources	
Positions	
T&R Faculty	15.00
Admin/Professional Faculty	0.00
Classified Staff	1.00
Total Full-Time Positions	**16.00**
Adjunct Faculty	**13.00**
Direct Expenses	
Personal Services	$1,571,572
Non-Personal Services	$119,266
Total Direct Expenses	**$1,690,838**

Direct Revenue	
Allocated Tuition Revenue (80 CH/20 FTE)	$1,260,492
Total Surplus/(Deficit)	**($430,346)**

Outreach Activity	
Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	142 (UG), 21 (GR)
FTE Credits Generated Annually	6033.00
Credits per Faculty FTE (Fall Semester)	402.00
Degrees Awarded	28 (UG), 8 (GR)

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program (UG)	206	158	37	142
Student Demand for Program (GR)	13	12	8	21

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	59 (UG), 80 (GR)	11.50%
Starting Salary (National data)	$30,126	

	State	National	License/Certification Requirement
Program Accreditation		National Schools of Music (NASM)	

	State	National	License/Certification Requirement
Exam Pass rates		94%	

GRADUATE OUTCOMES	Undergraduate	Graduate
Job Placement	50%	51%
Median Entering Salary	$32,413	$31,145
Graduate School Pursuit	14%	-----
Lifetime Earnings Expectation	$2.43M	$2.82M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	74% (UG), 100% (GR)

Time to Degree:	Undergraduate	Graduate
Radford University	5.1	2.4
Nationally	4.6	2.3

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

College of
Science & Technology

Radford University

Anthropological Sciences, CIP 45.0201

Mission for Anthropological Sciences Program

The Anthropological Sciences Program at Radford University provides students with a B.S. or B.A. degree in Anthropological Sciences and includes the study of Biological Anthropology and Archaeology. The main focus of the program is the scientific study of humans and their closest (primate) relatives in terms of their biocultural adaptation, variability, ecology, and evolutionary development. The Biological Anthropology component of the major focuses on the biological (anatomical) make-up and variation of extinct and extant (living) human populations as well as our non-human primate relatives (e.g., monkeys and apes). One focus within the Biological Anthropology component is the concentration in Forensic Anthropology which instructs students in methods of analysis of modern human remains in a medicolegal context. The Archaeology component educates students in the comparative study of past human material culture, with a focus on prehistoric and historic human adaptation, cultural ecology, and cultural evolution as reflected in the global archaeological record.

Goals for the Anthropological Sciences Program

The Anthropological Sciences program will provide high quality training in Anthropological Science that attracts, challenges, and educates undergraduate students in Biological Anthropology (including Forensic Anthropology) and Archaeology and prepare these students for graduate study and careers in these fields. To achieve these goals, Anthropological Sciences program will offer students unique and focused hands-on training in both the field and laboratory, with a focus on collaborative research with Anthropological Sciences faculty.

Narrative

The Anthropological Sciences program addresses the strategic plan and vision of Radford University in several ways. We are committed to active engagement with our students through hands-on learning and student research experiences that we encourage and mentor. We foster critical thinking among our students by their analysis of the primary literature in our discipline and discussion of the major theoretical underpinnings in anthropology. We also train our students as scholar-citizens, and we encourage them to participate in the QEP initiative. Through archaeology, forensic anthropology and a general anthropological perspective we train our students to take their academic knowledge and apply it to real world problems. We provide a global and temporal perspective to many of the major issues of the day, and our discussion of these perspectives with our students gives them a more in depth and informed understanding of these issues. These discussions and activities translate to the skills they will need and use in a variety of careers when they leave Radford University. While we train some students who go onto graduate school and a life in academia, the vast majority of our students enter the workforce and are trained to think, evaluate and ask questions- fundamental skills

in most well-paying jobs. We do more than just train anthropologists, we train creative thinkers who are an asset to today's employers.

We have one course currently in the core curriculum (ANSC 101), and we plan to add an additional course (ANSC 103) to the core curriculum. We have courses that are dual-listed with the Forensic Science Institute and are included in the list approved courses that support the minor in Forensic Science. We also have a course cross-listed with BIOL that serves as an elective for Biology majors. We have courses in the Forensic Studies program hosted by the Department of Criminal Justice. Finally, we support Radford University's Environmental Center and have a course in the certificate program in Sustainability and Environmental Studies.

Anthropological Sciences Program Points of Pride

Our department continues to grow. This is due in part to an increase focus on retention. We have increased our retention rate in the major to above the general level of the university. Our program is only five years old, and we only have two full time faculty. We have worked very hard to raise the profile of the major on campus and to increase the rigor of the major while still attracting and retaining majors. We continue to refine the content of our major, responding to both student and faculty needs to ensure that our program is the best that it can be. During this academic year we changed the requirements of our existing concentrations in order to give our majors more training and skills so that they are successful upon graduation. We also added a new concentration in field archaeology, the goal of which is to train those majors more explicitly in the skills they will need if they choose to pursue a career in cultural resource management (one of the fastest growing fields in our area). Job placement for our 2005-2010 graduates was reported as 62%.   Our majors are finding jobs in their field or related disciplines and we had three of our graduates from 2013-2014 go onto graduate school in anthropology. We had several students engaged in original research projects with our faculty and present their results at regional, national and international conferences this year, all of which did an outstanding job.   Dr. Cassady Urista and Dr. Jake Fox participated in Radford University's Governor's School for the third and fourth year respectively. Dr. Cassady Urista and Dr. Donna Boyd participated in the first STEAM academy hosted by Radford University and Drs. Donna and Cliff Boyd once again participated in CSAT's Summer Bridge program.

Our program is hands-on and student-centered, and we focus on our students' needs and wants. We actively discuss course offerings with our students. We teach them critical thinking skills, and they are actively encouraged to read the primary literature in the field and to participate in discussions about that literature. Many of our upper division classes are seminar style or have a seminar component so that we can engage our students in the major areas of interest and controversy in the field. In addition to theoretical discussions our students get training in anthropological statistics in a class that was developed to have the students understand the statistical analyses they read in the primary literature. In addition this class prepares them to run and interpret the statistics they need to use in their own research projects. Most of upper division classes involve either library or original research. These projects often require intensive advising by their ANSC faculty and give students the knowledge and ability to formulate and conduct in depth research. This research ability serves both the students who intend to go on to graduate school as well as those that are in the job market.

The articulation agreement we have with the University of Dundee for the MSc in Advanced Forensic Anthropology and Anatomy is an additional strength of our program that allows our students to enter into an excellent graduate program in Forensic Anthropology and get the additional training they need to pursue a career in this growing discipline.

Cost/Benefit Analysis
Anthropological Sciences (B.A., B.S.)
Academic Year 2013-2014

Departmental Resources	
Positions	
T&R Faculty	2.00
Admin/Professional Faculty	0.00
Classified Staff	0.00
Total Full-Time Positions	**2.00**
Adjunct Faculty	**1.00**
Direct Expenses	
Personal Services	$196,880
Non-Personal Services	$6,742
Total Direct Expenses	**$203,622**

Direct Revenue	
Allocated Tuition Revenue (80 CH/20 FTE)	$351,000
Total Surplus/(Deficit)	**$147,378**

Outreach Activity	
Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	54	
FTE Credits Generated Annually	1688.00	
Credits per Faculty FTE (Fall Semester)	844.00	
Degrees Awarded	17.00	

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	50	41	11	54

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	4	2.30%
Starting Salary (National data)	$34,271	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	62%
Median Entering Salary	$22,895
Graduate School Pursuit	19%
Lifetime Earnings Expectation	$2.7M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	100%

Time to Degree:	
Radford University	4.2
Nationally	4.6

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University

Chemistry, CIP 40.0501

Mission for Chemistry Program

The central mission of the Chemistry Program is: to prepare students for successful careers as scientists, educators, and health professionals; to graduate students who are scientifically literate citizens; and to provide strong academic support for majors other than chemistry. The Chemistry Program emphasizes frequent interaction between faculty and students, undergraduate research, and direct use of modern instrumentation.

Narrative

The Chemistry Program supports the Core Values listed in the University's Strategic Plan, and the faculty maintain an environment of academic excellence through a challenging curriculum delivered in a collegial, ethical, and supporting environment. All Department of Chemistry resources are focused on gaining American Chemical Society (ACS) approval. By receiving ACS approval, the Department of Chemistry will have national recognition for the challenging and high-quality program currently offered. Students receive hands-on instruction on an increasing number and variety of state-of-the-art instruments. All instruments in the Department of Chemistry are used by students individually, and this experience leads to a student's success in graduate school and employment.

The Department faculty are supportive of each other and our students, both in research and teaching, through collaboration and mentoring activities. The chemistry faculty have an open door policy and mentor students as scholars, citizens, and scientists. Extensive opportunities exist for students to work with faculty, both inside and outside of the classroom. Students are highly encouraged by the faculty to participate in research. The faculty have received instrumental and financial support from the Department, the College, and the University through internal grants, to involve students in undergraduate research. This internal support allows adequate funding for preliminary work leading to external grants.

Graduates of the Chemistry Program have consistently matriculated into graduate programs and have been successful in those programs. All instrumentation in the Department is used by students, and all laboratories are taught by faculty members. The Department of Chemistry continues to be engaged in numerous outreach activities. Once the Department of Chemistry has American Chemical Society approval, the Department will have the endorsement that it is a rigorous program. The Chemistry faculty have been successful in seeking external funding and continue to write and obtain grants and other sources of external funding. New instrumentation has been received to educate our students on state-of-the-art technology to better prepare them for graduate school and employment after graduation. Our chemistry majors are able to use a wide array of modern instrumentation and gain experience that gives them an edge in their professional career. A 400 mHz high field NMR spectrometer is now installed and generating data in the Center for the Sciences. The extensive student use of the instrumentation has resulted in multiple Commonwealth employers, who are familiar with our students, having a preference for Radford University Chemistry graduates.

The Department of Chemistry organizes the Blue Ridge Highlands Regional Science Fair, which involves students from sixteen counties in Southwest Virginia. Annually, more than a hundred of

the brightest students in southwest Virginia come to the Radford campus to participate in the science fair. Chemistry faculty has participated in the Summer Bridge Program, a residential academic program for high school female students interested in careers in science. The chemistry faculty serves as officers in the local section of the American Chemical Society and organizes the annual poster session. The Department of Chemistry website was redesigned to increase functionality, navigation, and public appeal. A Facebook account was created to increase contact with current students and alumni. The chemistry faculty are involved in outreach activities such as Science Days, the Magic of Chemistry, and the Blue Ridge Highlands Regional Science Fair.

The program provides introductory chemistry courses that support the University Core B and College Core B Natural Sciences requirement. Each year, the Program offers more than forty sections of a variety of lower and upper-level chemistry courses *required* by other programs including all Biology and Physics majors, the Exercise and Sport Science concentration and Sports Medicine option, the Athletic Training major, Nutrition and Dietetics, Nursing, Geology, the collaborative program in engineering for both Physics and Mathematics and Statistics, the Forensic Science minor, Secondary Education, and Engineering and Environmental Geosciences. Chemistry courses are an option in programs in the core curriculum of Communication Science and Disorders program, the Criminal Justice interdisciplinary minor in forensic studies, the Geoscience Environmental concentration, and the Earth Science major. Additionally, chemistry is listed as a B.S. requirement option by numerous programs across multiple colleges. Chemistry is a requirement for admission into professional programs such as medical, dental, veterinary medical and pharmacy schools.

Chemistry Program Points of Pride

Faculty mentor undergraduate research students, and most senior-level students have research experience. Thirty-seven students participated in chemistry research during the 2013-2014 academic year. Almost two-thirds of these efforts have resulted in presentations. Chemistry research students have made presentations at local and regional American Chemical Society meetings. Chemistry majors have participated in the Summer Undergraduate Research Fellowship program, and five of our majors received recognition within the university or ACS.

Many of the graduates from the last three years are enrolled in graduate or professional schools. Of the twenty-three 2014 graduates, 48% have continued to graduate or professional schools, and 13% have pursued jobs in a science field. For the fifteen 2013 graduates, 40% continued to graduate or professional schools and 40% are working in the sciences. Of the seventeen 2012 graduates, 59% have continued to graduate or professional schools and 6% are chemists.

The Department has a strong commitment to and lengthy history of participating in community service and outreach activities. Each year, dozens of Chemistry outreach events are held by faculty members and our student chemistry club, a Student Affiliate Chapter of the American Chemical Society. Members of the Department organize the Blue Ridge Highlands Regional Science Fair, host the annual High School and Undergraduate Poster Session for the Virginia Blue Ridge Section of the American Chemical Society, provide support for research students from the Southwest Virginia Governor's school, participate in Radford University Science Days, and teach in Summer Bridge. Faculty organize the National Science Foundation Symposiums at National American Chemical Society meetings.

Faculty continue to obtain new grants and publish results of their research. The faculty serves in professional capacities, such as reviewing grant proposals, textbook chapters, journal articles, and chemistry test-banks. Additionally, faculty also serves as officers within the local section of the American Chemical Society and the national organization, Iota Sigma Pi. Chemistry faculty collaborate with other Departments within the university and Virginia Tech as well as with companies such as Shimadzu Corporation.

Cost/Benefit Analysis
Chemistry (B.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	9.00
Admin/Professional Faculty	1.00
Classified Staff	0.00
Total Full-Time Positions	**10.00**
Adjunct Faculty	**2.00**
Direct Expenses	
Personal Services	$800,121
Non-Personal Services	$443,096
Total Direct Expenses	**$1,243,217**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$978,308
Total Surplus/(Deficit)	**($264,909)**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	118	
FTE Credits Generated Annually	5010.00	
Credits per Faculty FTE (Fall Semester)	557	
Degrees Awarded	23	

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	246	191	50	118

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	203	10.70%
Starting Salary (National data)	$60,862	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	N/A
Median Entering Salary	N/A
Graduate School Pursuit	48%
Lifetime Earnings Expectation	$3.2M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	74%

Time to Degree:	
Radford University	4.2
Nationally	4.6

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University
Geospatial Science, CIP 45.0702

Mission for Geospatial Science Program

The mission of the Geospatial Science Department is to prepare undergraduate students for fulfilling and meaningful careers in geospatial science and its applied and related fields; to provide students with rigorous training in the core technical competencies of geospatial science and a broad range of academic experiences in order to prepare them to use these competencies in problem-solving, especially in environmental management; to advance the discipline by conducting integrative research in the natural and social sciences involving the application of the technologies and methods of geospatial science; and to further the cause of geographic literacy.

Narrative

The Geospatial Science program maintains high-quality laboratories and state-of-the-art equipment and software, encourages faculty-student collaborative research, uses departmental resources to ensure that both faculty and students receive support to present at relevant conferences and provides support and encouragement to faculty seeking internal and external grants to further their research and their development as both scholars and teachers. High-quality advising is emphasized to help students successfully complete the program in a timely fashion. The Geospatial Science program continues to attract majors and prepare graduates for new job opportunities and professional careers in this rapidly advancing field.

Our curriculum is continuously reviewed to ensure that our academic programs are rigorous and distinctive. Particular attention is paid to sequences of courses that will allow students to build toward greater academic rigor. Students are also provided opportunities to engage in supervised research and to develop knowledge, skills, and techniques that are essential to geospatial science. Collaboration among faculty both within the department and across academic boundaries in both teaching and research is encouraged to create a stimulating educational climate and to enable the Department to attract and retain a distinguished and diverse faculty and support staff dedicated to excellence.

Effective connection with other geographic areas is not possible without an understanding of geography, and that understanding is greatly enhanced through the application of geospatial science. We offer a broad range of geography courses focusing on world regions, global issues (e.g., population, environmental change), and local regions (Appalachia, the Commonwealth of Virginia) in support of the Core Curriculum. Global change is taught in our courses, investigated by our faculty, and tracked and analyzed through the technologies that we teach. Geospatial Science faculty are actively engaged in creating distance education classes, inverted classroom modes of instruction and hybrid courses. Our faculty are highly engaged in activities that create service and learning opportunities for students. Examples include Dr. Foy's work with Appalachian Sustainable Development in Abingdon and Dr. Roth's work with local and state conservation groups. Other faculty, e.g. Dr. Manyara, have worked to create educational opportunities for students abroad.

The Department regularly offers eight courses that support the University's Core Curriculum: GEOG 101 Europe and the Americas, GEOG 102 Africa and Asia, GEOG 103 Human Geography,

GEOG 140 Introduction to Environmental Studies, GEOG 201 North America, GEOG202 Commonwealth of Virginia, GEOG 203 Appalachian Geography, GEOG 280 Regional Geography. We have two courses that are cross-listed (GEOS250/ITEC 250 Intro to GIS; GEOG350/GEOL360 Geomorphology). The Criminal Justice department has one course in crime mapping that uses our GIS lab and is planning a concentration in this area that will further our collaboration. Both Geology and Biology have concentrations that require several of our courses and allow others to be taken as electives, and Anthropological Science has a new concentration which will emphasize geospatial analysis, requiring three technical geospatial science courses. The GIS Center serves several communities both inside and outside the University, with its expertise, its base station, its geospatial data servers, and its equipment. The Sustainability and Environmental Studies Undergraduate Certificate program is served by a number of Geospatial Science courses. Finally, the Environmental Center is currently administered from the Geospatial Science department, and its primary mission is to foster collaborative teaching, learning, and service opportunities with partners within and outside the University.

Geospatial Science Program Points of Pride

Geospatial Science faculty take advantage of both internal and external grant opportunities. Dr. Maxwell was a co-PI on an NSF grant for his dendrochronology research; he also received an internal Faculty Research Grant to establish a new Tree-Ring Lab in Cook Hall. The University's Tree Ring Lab supported two summer independent studies that were funded by Summer Undergraduate Research Fellowships. Dr. Roth teamed with faculty colleagues from Appalachian Studies, Biology, and Design to get two external grants to support student travel. He was also a co-PI on an ongoing research project involving energy conservation in Radford University residence halls; this project has received both external and internal support. Dr. Ioffe has received substantial funding from both internal and external sources to support his research in the former Soviet Union. This research has resulted in international notice of Dr. Ioffe and Radford University, as well as a number of published works and consultations with national agencies concerned with international relations and intelligence. Dr. Foy received funding from the USDA as part of a collaborative project with Appalachian Sustainable Development. These grants often provide opportunities for involving undergraduate students in research and service learning. All of our faculty are actively involved in research.

Our faculty and students are actively engaged in service projects and outreach that connects with the community. For example, Dr. Foy is the webmaster for the Virginia Geographic Alliance, and Dr. Manyara has been a judge at that organization's annual Geography Bee. Dr. Roth maintains close ties with regional and statewide conservation organizations; was a co-organizer of the New River Symposium which was held at Radford University in May 2013; and took students in both Fall 2012 and Spring 2013 on trips to the Appalachian coalfields. Dr. Foy developed a Web GIS application for Appalachian Sustainable Development and has maintained his ties with that organization, as well as with the City of Radford, where he serves as a consultant. We have a strong regional internship program that includes the City of Radford and the New River Planning District Commission. One of our outstanding majors, Will Dowd, was the onsite manager of Selu Conservancy and, with his wife Lindsay, have engaged in considerable promotion of Selu for academic and engagement activities, including the organic garden that Radford students have been participating in.

Our faculty were very much engaged in collaboration with faculty from other departments as well as administrators and staff at Radford University, and colleagues from other universities and

nonprofit organizations. Dr. Roth worked in 2013-2014 with a number of colleagues from Radford University departments such as Biology, English, and Recreation, Parks, and Tourism to develop and implement sustainability-related strategies (e.g., the *Climate Action Plan* and the Sustainability and Environmental Studies Certificate) for Radford University as well as to plan and then host the *New River Symposium*. Dr. Foy and Dr. Roth explored collaborations on projects and grants with faculty from Appalachian State, Hollins College, Roanoke College, and Ferrum, as well as the Cabell Brand Center. Dr. Maxwell continues to collaborate with colleagues at Penn State University, as well as with Radford University colleagues from the Department of Biology and staff at Selu Conservancy. For example, Dr. Maxwell submitted a grant proposal to the U.S. Forest Service with Dr. Christine Small. He also co-developed and instructed in the Environmental Conservation track for Summer Bridge in 2014. Dr. Maxwell also worked with the nonprofit organization, the 500-Year Forest Foundation. Dr. Foy continues to work with the Emergency Management Department and Information Technology, and he assisted in the development of the RUMobile map application and provides other geospatial resources to various administrative departments. As the Director of the GIS Center he provides GIS expertise and GIS data to many other academic departments across campus. Dr. Ioffe collaborated with colleagues from several universities in the U.S. and the former Soviet Union as well as several government agencies and nongovernmental organizations.

The Geospatial Science program combines undergraduate teaching with faculty research and professional contributions. Some faculty have received recognition for their research and others focus more on teaching, but each of us does both. The Geospatial Science faculty's active engagement with the discipline and its applications enriches the classroom experience for students. A further strength of the program is that we teach students using professional equipment and software; our students have a reputation as being very well prepared for work in the field. Our faculty have forged deep ties to the community that support teaching, learning, and service in the discipline. Dr. Foy has worked for the City of Radford, maintains a consulting relationship, and supervises interns in their GIS department. Dr. Roth serves on the boards of three conservation organizations, one local, one statewide, and one that works throughout the U.S. and in Africa. Dr. Manyara has worked with the New River Valley Planning District Commission, and Dr. Maxwell has created maps for a grassroots environmental group.

Cost/Benefit Analysis
Geospatial (B.A., B.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	5.00
Admin/Professional Faculty	0.00
Classified Staff	1.00
Total Full-Time Positions	**6.00**
Adjunct Faculty	**1.00**
Direct Expenses	
Personal Services	$551,155
Non-Personal Services	$20,710
Total Direct Expenses	**$571,865**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$637,167
Total Surplus/(Deficit)	**$65,302**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	58	
FTE Credits Generated Annually	3268.00	
Credits per Faculty FTE (Fall Semester)	654.00	
Degrees Awarded	14	

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	34	25	6	58

	Announced Jobs	Projected Occupational Outlook	
Workforce Demand for Program	23	2.40%	
Starting Salary (National data)	N/A		

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	N/A
Median Entering Salary	N/A
Graduate School Pursuit	21%
Lifetime Earnings Expectation	$2.82M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	33%

Time to Degree:	
Radford University	4.1
Nationally	4.6

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Radford University

Physics, CIP 40.0801

Mission for Physics Program

Our vision is to be among the top undergraduate physics programs in the state. In pursuit of this vision, our mission is: to educate students, both our majors and the students in our service courses, in the principles and methods of physics, physical science, and science in general; to prepare students for a wide variety of careers, in science or in other areas; and to provide a dynamic atmosphere of research and learning in physics, astronomy, and physical science. The overall goals of the program therefore are:

1. To provide graduates with the knowledge and skills in physics and related areas so that they can be successful in graduate school (if they choose to go) and in their careers.
2. To provide service to the University as a resource in the physical sciences and through the offering of quality service courses in physics, physical science, and astronomy.
3. To engage in physics and astronomy research, which will contribute to the training of our students, the continued scholarly development of our faculty, and the advancement of the discipline.

Narrative

The Physics program provides a high quality academic environment that attracts, challenges, retains, and graduates outstanding students, supports faculty professional development and encourages faculty research. Students are mentored to develop as independent learners. The Physics program is rigorous and distinctive, and its faculty enhance student learning experiences through unique opportunities such as field research in the Arctic and use of facilities that include a planetarium and observatory. These experiences and resources provide an environment for students and faculty which is conducive to academic excellence. The Physics program serves as a resource for the local community and maintains connections with local school divisions and science educators in the region.

Physics is the most fundamental of the natural sciences and provides foundational support to the Biology, Chemistry, and Geology programs. Physics coursework is required by students in these areas, either as a requirement for their baccalaureate degrees, or as preparation for graduate or professional school. An interdisciplinary program in geophysics provides an important field of concentration for Geology majors. Physics also complements the University's computational and mathematical programs, and provides required coursework for some Computer Science majors and Mathematics majors. Also, students in the Sports Medicine program require a year of physics, and students in elementary education benefit from the physical science courses taught through the Program. With regard to the core, three course sequences within the Program satisfy core science requirements.

Physicists are, by their very nature, driven by their curiosity about the world and how it works. Because of that, while all of the faculty have different backgrounds, we are able to provide

instruction and research in specific areas that were not originally our subfield of study. This is exemplified across the department. Dr. Rhett Herman wrote his thesis on quantum fields in curved spacetime (quantum mechanics on top of general relativity). He currently teaches and leads research efforts in geophysics, including his biannual spring trip to Barrow, Alaska. He also works with the Forensics Science Institute in their work and continues to collaborate with the Geology department. Dr. Walter Jaronski's thesis work was in particle physics, but he now provides instruction and research opportunities in optics and solid state physics. Dr. Brett Taylor's thesis work was originally in semiclassical gravity (general relativity with small quantum mechanical perturbations) but now teaches courses from advanced mechanics and electromagnetism and is leading an undergraduate research project on hydrodynamics. Dr. Jack Brockway's work was originally particle physics, but he now teaches astronomy, astronomical techniques, and provides research opportunities to students at the Selu Observatory. The relatively recent addition of Dr. Shawn Huston has provided a true experimental physicist to provide research opportunities to students using his ultra-high vacuum scanning tunneling microscope. The ability of all faculty to teach <u>any</u> of our courses and to provide varied research opportunities outside of their original subfield of physics is fairly unique inside the College and University.

The Arctic Geophysics course by Dr. Herman has provided numerous benefits to our students as well as the College and University as a whole. This is a fully immersive research class where the entire class works on one large all semester project in contrast to the RARE trip where individual students are working on individual projects that are relatively short in duration. Students have presented their research at the Student Engagement Forum each time the course has been taught, and this course has also led to at least one presentation at the national Fall American Geophysical Union meeting following each trip. This course has provided the Department, College, and University extensive promotion and positive exposure. Student attendance on the Arctic trip has been used in advertising materials since the first trip, and this opportunity continues to be a source of pride for the University. The experiences of students in this class were so memorable that alumni donated approximately $1,500 to help fund the students in one semester's course.

Numerous additional faculty/student research projects have led to publications and/or presentations by students at regional/national meetings or campus forums. In particular, work done by Joe Ashley and Abigail Ballowe with Dr. Herman on thermal waves inside metal rods has been recently accepted to *The Physics Teacher*. The department hosts a forum every semester of student research talks from students who were working with faculty in their labs or on independent studies. The local Society of Physics Students (SPS) chapter was designated an Outstanding Chapter for the 4th year in a row. The research opportunities that students are engaging in with our faculty have led to numerous external opportunities for those students. Dr. Shawn Huston has worked with at least six different students (in three different majors - physics, geology, and chemistry) in the past three years. That participation led to one of those students being selected for a NSF SURF position at the National Institute of Standards and Technology and a different REU the following year. Last summer one of Dr. Huston's students received a campus SURF position.

The department continues to provide the course work and experiences to provide students the opportunity to be successful and attend graduate school or get a job upon graduation. Physics

undergraduates, nationwide, have an initial unemployment rate that has remained constant for the last decade at around 4% or less.

The department has created a new concentration, recently approved by the UGCRCC, in biophysics. This is the first biophysics undergraduate degree program in the Commonwealth. This will hopefully act to attract exceptional students who want to challenge themselves and enter a career that nationally has a growth rate (at the MS and PhD level) of ~ 19%.

The department consistently outperforms our peer institutions with smaller resources. The national average of graduates/year for undergraduate-only departments is ~5. The department has a five year average of nearly nine graduates/year. When comparing staffing with our peer-institutions, we have five full-time physics faculty. Our peer institutions average 8.2 faculty per department.

Physics Program Points of Pride

The Physics program collaboration with the Virginia Tech School of Engineering continues to be a success that provides added visibility to the program and a unique opportunity for a select group of students. In a typical year, one or two students complete this program and receive baccalaureate degrees in physics from Radford University and in engineering from VT. Students often exhibit tremendous academic and professional development as they proceed through the program. It is very satisfying to see students who, as freshmen, may have struggled with vector addition then give polished presentations of their research as upperclassmen.

Physics students have gone on to graduate schools across the country including Cornell, Montana State, Oregon State, Michigan, MIT, and Virginia Tech, and they have been successful. They have also pursued careers in a wide variety of areas such as teaching, engineering, business, and various scientific fields. Training in physics develops problem-solving skills, as well as analytical and quantitative reasoning skills, which are valuable in almost all walks of life.
The department's involvement in outreach activities through planetarium shows, observatory viewing sessions, and Science Days is extensive. Additionally, Physics faculty provide courses and workshops for in-service teachers throughout the region through external grants.

Physicists do not specialize at the undergraduate level. Any physics faculty member can teach any core physics course. There is a distinction between theoretical physicists and experimental physicists, but even the theoretical physicists in the department (4 out of 5) are willing to work with students in experimental areas. In addition, we have a new experimental physicist who is quickly engaging students in his research.

Laboratory sections of the introductory physics courses are small (usually limited to 24) and are taught by the course instructor. In upper-level courses, the class size is usually less than 20. It would be difficult to give our students the instruction they need if these classes were much larger. Faculty consistently work with students outside the classroom and in the Physics Help Center, and faculty are always willing to provide independent study and undergraduate research opportunities for motivated and scientifically curious students.

Cost/Benefit Analysis
Physics (B.A., B.S.)
Academic Year 2013-2014

Departmental Resources

Positions	
T&R Faculty	7.00
Admin/Professional Faculty	0.00
Classified Staff	0.00
Total Full-Time Positions	**7.00**
Adjunct Faculty	**1.00**
Direct Expenses	
Personal Services	$598,633
Non-Personal Services	$39,336
Total Direct Expenses	**$637,969**

Direct Revenue

Allocated Tuition Revenue (80 CH/20 FTE)	$646,623
Total Surplus/(Deficit)	**$8,654**

Outreach Activity

Outreach	
Public Service Activity	
External Grant Activity	
Total Outreach Activity	**$0**

Program Statistics

Number of Majors (year) Headcount (first and second major)	62
FTE Credits Generated Annually	3,619
Credits per Faculty FTE (Fall Semester)	517
Degrees Awarded	7.00

	Applications	Admits	Enrolled - New Students	Total Program Enrollment
Student Demand for Program	55	42	17	62

	Announced Jobs	Projected Occupational Outlook
Workforce Demand for Program	160.00	10.70%
Starting Salary (National data)	$51,428	

	State	National	License/Certification Requirement
Program Accreditation			

	State	National	License/Certification Requirement
Exam Pass rates			

GRADUATE OUTCOMES	
Job Placement	N/A
Median Entering Salary	N/A
Graduate School Pursuit	43%
Lifetime Earnings Expectation	$4.64M

RETENTION RATE PERCENTAGES OF MAJORS (Freshman-Sophomore)	79%

Time to Degree:	
Radford University	4.4
Nationally	4.6

University Statistics

Student Loan Repayment :	
Radford University	91%
Nationally	67%

Supplemental Data Analyses

Interdisciplinary Studies

Secondary Education

Core Curriculum

INTERDISCIPLINARY STUDIES (B.A., B.S.)

STUDENT DEMAND	2013-14
Applications	508
Admits	429
New Enrolled	221
Total Enrollment	737

ENROLLMENT BY CONCENTRATION	2013-14
Deaf and Hard of Hearing	29
Early Childhood Special Education	116
Elementary Education	465
High Incidence Disabilities	1
Middle Education	53
Special Education General Curriculum	72
No Concentration	1
College of Humanities and Behavioral Sciences	11

DEGREES AWARDED BY CONCENTRATION	2013-14
Deaf and Hard of Hearing	3
Early Childhood Special Education	22
Elementary Education	87
High Incidence Disabilities	0
Middle Education	11
Special Education General Curriculum	11
No Concentration	0
College of Humanities and Behavioral Sciences	25

ADDITIONAL INDICATORS	CEHD	CHBS
Retention Rate	79%	N/A
Time to Degree	4.1	5
Grad School Attendance	30%	20%
Job Placement	65%	N/A
Long Term Job Projections	16%	N/A
Starting Salary (Radford University grads)	$35,211	N/A

See narratives related to Interdisciplinary Studies Programs within the Colleges of Human & Behavioral Sciences (IDSL) and Education & Human Development (IDEC). The programs are distinctive from one another.

SECONDARY EDUCATION	
ENROLLMENT	**2013-14**
Math Teaching	7
Math Secondary Education	36
Science Education	7
Social Science Education	17
Art Education	38
Music Education	45
DEGREES AWARDED	**2013-14**
Math Teaching	1
Math Secondary Education	9
Science Education	7
Social Science Education	17
Art Education	8
Music Education	10

See narratives under the College of Education & Human Development for more information.

CORE CURRICULUM		
	Fall 2013	**Spring 2014**
Total Instructors	78	75
Total Sections	173	162
CORE 101	77	3
CORE 102	5	75
CORE 103	4	2
CORE 201	68	22
CORE 202	19	60
Total Students	3787	3468

A complete report on the Core Curriculum will be provided at later time.

Other Notes:

Direct expenses are represented in the data provided.

Total academic year tuition revenue (excluding intersessions) was allocated 80% based on total credit hour production and 20% based on first FTE majors.

Median Entering Salary represents graduates' salaries within 18 months of completion.

Radford University is 7th of 39 schools in Virginia when it comes to value as ranked by alumni earnings above their expectations. (The Economist, 2015)

Radford University Student Loan Repayment percentage rate of 91% is above the national percentage of 67%.

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Bureau of Labor Statistics

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National Student Clearinghouse

SCHEV Post-Completion Wages of Graduates WG02 Report Form

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U.S. Department of Education

U.S. Department of Education's College Scorecard

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Office of Budget and Financial Planning

Office of Academic Budgets and Administration

Radford University

Student Learning Outcomes Assessment

Prepared by Academic Affairs Division

May 2016

A Report Submitted to the Academic Affairs & Business Affairs Committee of the Radford University's Board of Visitors to address 2015-2016 Goal #4.

Table of Contents

STUDENT LEARNING OUTCOMES ASSESSMENT

AT RADFORD UNIVERSITY

INTRODUCTION

In recent decades, higher education has been put under the microscope more than ever before. The cases proffered against higher education are many, boding around lack of accountability to the stakeholders. The most commonly cited issues include: high tuition, increasing student debt load and declining loan repayment, delayed graduation, and graduates not demonstrating the requisite skills expected of a degree holder (such as communication skills, problem-solving skills, workplace adaptability, critical thinking skills, etc.).

What is actually lacking in the debate is that higher education institutions are yet to demonstrate the extent of learning taking place in colleges and universities in order to appease the critics. As pointed out by Brandon Busteed, **"…** until we value what we measure, and measure what we value, Americans will continue to ask the question, 'Is college worth it?'" What we value most in higher education is learning, and this is why many institutions market themselves as a 'student-centered, learning institution.' One way to demonstrate the extent of learning is through assessment. Without convincing evidence, our assertions about student learning will be based on hunches or anecdotal evidence.

First and foremost, the main purpose of assessment is to improve student learning. The goal of a well-designed assessment process should be to answer important questions about students, programs, and the institution as a whole. While faculty regularly examine ways and means to improve student learning, the processes are usually not systematically documented.

In the past few decades, regional accreditors' measures of quality have shifted from *input-based* requirements (such as incoming students' test scores, the proportion of full-time faculty holding Ph.D. degrees, the number of library book and journal collections, resource endowment, etc.) to *outcomes-based* requirements (such as measuring and demonstrating the extent of student learning through evidence-based approaches).

Today, accreditation agencies demand that assessment should be a systematic process of collecting and analyzing data for improvement of student learning. Due to such demands from accreditors, many institutions primarily focus their assessment efforts on compliance. For example, the national survey of Provosts conducted by Kuh et al. (2015) shows that the predominant driver for conducting assessment is to satisfy accreditation requirements. This position is understandable because of the strings attached to institutional accreditation related to student financial aid. Students at unaccredited institutions are ineligible to receive the federal financial aid. However, assessment has more to do with commitment to student learning and continuous improvement than for compliance with external accreditors or for accountability to state and federal agencies. The fact is clear: public accountability matters, but student learning matters most.

HOW STUDENT LEARNING ASSESSMENT OCCURS AT RADFORD UNIVERSITY

Student learning outcomes assessment occurs at Radford University through both the external and internal drivers of assessment as discussed below.

External Drivers of Academic Assessment at Radford University

The two external agencies exerting influence on the nature and the way assessments are conducted at Radford University include the State Council for Higher Education in Virginia (SCHEV) and the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC is one of the six regional accreditors of colleges and universities in the United States. SACSCOC serves eleven Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and Latin America institutions of higher education that award associate, baccalaureate, master's or doctoral degrees.

As a state funded public institution in the Commonwealth of Virginia, all the educational activities of RU are under the auspices of the State Council for Higher Education in Virginia (SCHEV). It is SCHEV's recommendation that the core curriculum for higher education institutions in Virginia must include the following six competency areas: *written communication, oral communication, critical thinking, information literacy, quantitative and scientific reasoning*. Similarly, the SACSCOC Principles of Accreditation requires that the general education curriculum must include specific disciplinary areas, as stated in the Core Requirement (CR) below:

> "CR 2.7.3 requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency."

The SACSCOC Comprehensive Standard (CS) 3.5.1 on defining general education competencies states that:

> "The institution identifies college-level general education competencies and the extent to which students have attained them."

In addition, Comprehensive Standard 3.3.1 (Institutional Effectiveness) states that:

> "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
> 3.3.1.1 educational programs, to include student learning outcomes
> 3.3.1.2 administrative support services
> 3.3.1.3 academic and student support services
> 3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate"

Consequent from the above-mentioned requirements, the assessment operations at Radford University follow stipulated rules and guidelines that are consistent with the external requirements. These rules and guidelines, however, do not preclude individual creativities to demonstrate what our students have learned and how we know that they have learned.

Internal Drivers of Academic Assessment at Radford University

In academic programs that seek specialized accreditations, the quest for external validation of a program's quality becomes a strong driver of assessment in those fields. The accreditors set the minimum standards that respective program must meet by demonstrating the extent to which expected student learning outcomes have been met. In this case, efforts are made to streamline the assessment efforts such that, with little modification, the same student learning outcomes will be used to satisfy the requirements of both the specialized accreditors and SACSCOC. Moreover, programs that have disciplinary accreditations are exempted from conducting a full-blown, five-year academic program review because such programs periodically produce a self-study for their accreditors.

Since the primary purpose of conducting program assessment is to enhance student learning, assessment of learning is driven by the desire for continuous improvement. Assessment challenges the status quo by looking for new ways to accomplish a given task. This intentional act of experimentation could lead to innovation and a drive for programmatic excellence. As the requirements for public accountability continue to escalate, it is increasingly important for each program to continually explore efficient ways for improving every facet of the educational processes.

AN OVERVIEW OF ACADEMIC ASSESSMENT AT RADFORD UNIVERSITY

The primary focus of academic assessment at Radford University has been on the core curriculum, academic programs, academic support areas, and the Quality Enhancement Program (QEP).

Core Curriculum

The oversight for assessing the core curriculum rests with the Faculty Senate-appointed Core Curriculum Assessment Committee (CCAC). The Radford University's Core Curriculum is designed not only to ensure that students gain a foundation of knowledge rooted in the traditional liberal arts education, but to acquire applied skills critical to such knowledge. The University has defined eleven competency goals which every undergraduate student must successfully complete.

Radford University is committed to the development of mature, responsible, well-educated citizens. In addition to acquiring a diverse body of knowledge, RU graduates are expected to acquire a love of learning and a range of intellectual skills that enable them to meet the challenges and realize the

promise of living in a complex, multicultural, and ever-changing world. The Core Curriculum consists of 43 to 45 semester hours in two areas - University Core and College Core. For more information about RU's core curriculum learning outcomes, visit:

http://www.radford.edu/content/core-curriculum/home/overview/outcomes.html

Core Curriculum Learning Outcomes

Radford University has identified 11 core competency goals for its undergraduates, distributed unevenly among University Core A and B, as well as College Core A and B.

Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and technology/information literacy.

University Core A

Goal 1

Radford University students will demonstrate competency in critical reading, standard written English, audience-specific writing, clear and effective prose, and other elements of composition.

Radford University students will be able to:

    a. effectively synthesize and integrate arguments and information.
    b. construct a coherent, cohesive essay with a clear sense of purpose.
    c. show control over syntax, grammar, punctuation, and spelling to communicate in a style that is clear and appropriate for the purpose and audience of the assignment.

Goal 2

Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience.

Radford University students will be able to:

    a. use an effective organizational pattern in an oral presentation.
    b. use effective delivery techniques and language in an oral presentation.
    c. work effectively in a team environment.

Goal 3

Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.

Radford University students will be able to:

     a. effectively apply the processes of logical reasoning in evaluating claims or arguments.
     b. construct a well-reasoned argument with appropriate supporting evidence.
     c. effectively apply ethical concerns and principles in constructing a reasoned argument about an ethical issue.

Goal 4

Radford University students will be able to acquire, analyze, and synthesize digital and print information and explain how digital information is organized and communicated.

Radford University students will be able to:

     a. appropriately use a documentation style to cite other people's work.
     b. utilize basic research techniques to locate information.
     c. critically evaluate sources using appropriate criteria.

University Core B

Upon completion of University Core B, Radford University students will have achieved competency in five key concept areas: mathematical sciences, natural sciences, humanities, fine arts, and social/behavioral sciences.

Goal 5

Radford University students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems.

Radford University students will be able to:

     a. interpret relationships among numeric, symbolic, and graphical information as applied to the real world;
     b. solve problems using numeric, symbolic, and graphical information.

Goal 6

Radford University students will understand the methodologies of scientific inquiry, think critically about scientific problems, and apply principles of a scientific discipline to solve problems in the natural/physical world.

Radford University students will:

     a. distinguish between findings that are based upon empirical data and those that are not;

b. apply scientific principles within the context of a specific scientific discipline to solve real world problems.

Goal 7

Radford University students will understand that human experience has given rise to significant questions and be aware of the nature and methods of inquiry in the humanities.

Radford University students will:

a. Identify principles, concepts, or developments crucial to inquiry in a humanities discipline;

b. Recognize how a method of inquiry in the humanities can be applied to a disciplinary question.

Goal 8

Radford University students will identify and evaluate ways in which the visual and performing arts reflect and communicate aspects of the human experience.

Radford University students will:

a. evaluate works of art in terms of the medium's distinctive language and terminology;

b. identify the relationship between works of art and specific historical, cultural, and social contexts.

Goal 9

Radford University students will understand how individual, social, or cultural factors influence human behavior and shape reciprocal relationships between people and society.

Radford University students will be able to:

a. Recognize social and behavioral science concepts;

b. Recognize the relationship between individual and socio-cultural factors that affect behaviors.

College Core A

Upon completion of College Core A, Radford University students will have achieved competency in two key concept areas: U.S. Perspectives and Global Perspectives.

Goal 10

Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape the American experience.

Radford University students will be able to:

a. Identify diverse influences that have shaped the American experience; and

b. Apply course material to a relevant issue in the United States.

Goal 11

Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape experiences in the global setting.

Radford University students will be able to:

a. Identify how different perspectives shape human life around the world.
b. Recognize social and cultural forces that affect relationships between cultures in the world.

College Core B

Upon completion of College Core B, Radford University students will have a stronger foundation in three key areas: mathematical sciences or natural sciences; humanities, fine arts, or foreign languages; and social/behavioral sciences or health and wellness. As part of this area, students may take a course in a foreign language or health and wellness with learning outcomes specified below.

If a foreign language is chosen to satisfy core curriculum requirements, Radford University students will achieve a degree of competence in a foreign language and culture.

Radford University students will be able to:

a. demonstrate language skills appropriate to the level of study
b. analyze similarities and differences between their own and the target cultures
c. explain contemporary international issues from the perspectives of their own and the target cultures

If a health and wellness course is chosen to satisfy core curriculum requirements, Radford University students will understand the implications of health and lifestyle choices for themselves and society.

Radford University students will be able to:

a. identify health-related choices that promote personal well-being and enhance the overall quality of life
b. analyze the relations among factors such as nutrition, stress, leisure, and health related fitness activities as they influence personal wellness
c. explain how personal health and lifestyle choices affect society at large
d. explain how social and cultural factors affect personal health and lifestyle choices

Core Curriculum Assessment Plan

The Core Curriculum Advisory Committee (CCAC) is responsible for the development of an overall assessment plan for the Core Curriculum program at Radford University. The current assessment plan began in Fall 2014.

The assessment plan for the Core Curriculum program uses embedded assessment to measure the extent to which Radford University students are meeting the program's learning outcomes. The two aspects of the plan include one which outlines the specifics for CORE A program and the other that outlines the specifics for all other areas in the Core Curriculum. The University Core A program is assessed via required assignments given to students in five core courses (CORE 101, 102, 201, and 202 and HNRS 103).

For learning outcomes related to written communication, critical thinking, and information literacy, designated works are collected from the faculty teaching CORE A courses, and sample works are scored by external raters using faculty-designed rubrics. For outcomes related to oral communication, faculty members teaching the courses rate their students with a rubric. The Assessment Office then uses the ratings to determine the extent to which students are meeting the established outcomes. The rest of the Core Curriculum program and outcomes are assessed according to the methods developed by departments as appropriate to the area outcomes covered in their courses. Programs develop assessment plans for respective Core Curriculum courses, collect data based upon the plan, and report their findings to the Office of Academic Assessment and CCAC. CCAC examines all of the findings and submit a report on the state of the Core Curriculum to the Faculty Senate and the Provost.

The goal of the assessment program is to examine the Core Curriculum program and to determine if students are learning what Radford University deems important. Assessment results are not intended to be used to evaluate any faculty member with regards to their teaching, or for promotion and tenure decisions, or for evaluation of any School or Department.

In other core curriculum areas, this plan relies upon direct, course-embedded methods to assess the specified learning outcomes. Departments develop assessment measures designed specifically for the course. Assessments should be part of the course, and every student in all sections should be assessed. Student learning must be directly assessed, using a direct method to objectively measure the achievement of the stated student learning outcomes. In addition, the student learning outcome measure should be at the cognitive level specified in the outcome. The most common forms of direct assessment are using rubrics for writing assignments and other written works or projects, objective test items, and portfolio assessments. Other methods may be used by programs but must first be approved by the departments and CCAC.

There are several other requirements for course-embedded assessment. First, all students in the course must be assessed and the assessment should be consisted of graded components of the course, so they are taken seriously. Second, all learning outcomes for the area must be assessed. If a course falls within more than one area in the Core Curriculum, all outcomes in both areas need to be assessed. Third, the same assessment method must be used across all sections of a course.

Stages of Assessment in Core Curriculum Areas 5-11

The process for completing the Core Curriculum Assessment for Areas 5 through 11 includes the following six stages:

Stage 1:

A plan for each course will be submitted to CCAC. This plan will include information about the course. If an objective test will be used, test questions must be included with a scoring key. If rubrics will be used, include a description of the assignment and the rubric for scoring.

Stage 2:

CCAC reviews assessment plans. In this second stage, CCAC reviews may suggest modifications where appropriate.

Stage 3:

Departments, schools, and programs will collect, analyze, and report assessment data to the Office of Academic Assessment. The data should be reported in terms of percentages and number of students at the levels of not competent, competent, and highly competent. For each outcome, the numbers and percentages of students falling into each category should be reported. Based on the data, each reporting unit (department, school, or program) will provide a written account of the degree to which the outcome has been met and what can be done to improve the results. The target approved by CCAC is that 70% of the students will rate as competent or highly competent.

Stage 4:

CCAC evaluates the data for transmission to the Office of Academic Assessment to provide a summary report to CCAC and other university stakeholders. This report will include recommendations for improvement based upon the assessment findings. CCAC will identify discrepancies within an area and make recommendations to the University, administration, and the faculty senate. CCAC will also work with the Office of Academic Assessment and the departments on improvement plans in those areas not meeting their targeted outcomes.

Stage 5:

Improvements are made based on assessment findings. Departments, schools, and programs will address recommendations for improving student learning based upon assessment findings.
Stage 6:

Core Curriculum Final Report is submitted upon completion of one full cycle of assessment, and University-wide discussions will be held to determine if any overall structural changes are needed to be made to the Core Curriculum program.

Timeline for the Core Curriculum Program Assessment

Area 1-4 University Core A	Fall 2014	Spring 2015	Fall 2015	Spring 2016		
Area 1: CORE 101 and HNRS 103	Works collected from courses	Rubric ratings conducted	Results reviewed and changes implemented as indicated	Results reviewed and changes implemented as indicated	Works collected from courses	
Area 2: CORE 102		Works collected from courses, **including Wintermester 14-15 and Summer 2015**	Rubric ratings conducted	Results reviewed and changes implemented as indicated	Results reviewed and changes implemented as indicated	Works collected from courses
Area 3; CORE 201 and HNRS 201			Works collected from courses, **including Wintermester 14-15 and Summer 2016**	Rubric ratings conducted	Results reviewed and changes implemented as indicated	Results reviewed and changes implemented as indicated
Area 4: CORE 202 and HNRS 202				Works collected from courses, **including Wintermester 14-15 and Summer 2016**	Rubric ratings conducted	Results reviewed and changes implemented as indicated

Timeline for Areas 5 through 11 (with course and area revision to take place in alternate year)

Areas 5-11	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017 and beyond: Continuation of cycle
Areas 5, 6, 7 and 8: Mathematical Sciences, Natural Sciences, Humanities, and Visual and Performing Arts	Prepara-tion of assess-ment plans	Data collection to begin no earlier than Wintermester 2014- 2015 with subsequent assessment to be conducted in academic years starting with an even year.	Revisions to area and courses as indicated		Data collection begins again for the 2016-2017 academic year	
Area 9, 10, 11, and alternative areas of Health and Wellness and Foreign Languages			Data collection to take place in 2015-2016 with subsequent assessment to be conducted in academic years starting with an odd year; **includes data for Wintermester 15-16 and Summer 2016**		Revisions to area and courses as indicated Data collection begins again for the 2017-2018 academic year	

ASSESSING THE CORE CURRICULUM

Radford University assesses the core curriculum student outcomes through both internal and external means. Internally, the Core Curriculum Advisory Committee (CCAC), an appendage of the Faculty Senate, has oversight on the core curriculum administration at Radford University in partnership with the Office of Academic Assessment. In consonance with one of the strategic directives in Goal 1.1 of the current Strategic Plan which suggests "[p]lacing an increased emphasis on assessing entering students' knowledge, skills, and abilities, and prescribing an appropriate initial curriculum that will better ensure success in degree programs," the Faculty Senate approved in 2014 the use of an externally validated assessment called the Collegiate Learning Assessment (CLA+). The Office of Academic Assessment began a three-year pilot of the CLA+ in academic year 2014-2015 in addition to the internal process, to assess freshmen students' general education preparation and outcomes. The assessment tool, established by the Council for Aid to Education (CAE), is nationally recognized and is used by more than 800 institutions across the U.S. and overseas.

The CLA+ results are a powerful tool for assessing students' critical-thinking and written communication skills, measuring growth on these skills, and determining how one institution compares to other colleges and universities participating in the CLA+.

In fall 2015, Radford University obtained a freshman total CLA+ score of 987; this score is greater than or equal to the average freshman score at 29% of CLA+ schools. A score of 987 demonstrates basic mastery of the critical-thinking and written-communication skills measured by CLA+.

		MEAN SCORE	MEAN SCORE PERCENTILE RANK
TOTAL CLA+ SCORE	Fall 2014	967	22
	Fall 2015	987	29

Mastery Levels

CLA+ Mastery Levels enable student performance to be differentiated against students' proficiency in critical thinking and written communication. These levels contextualize CLA+ scores by interpreting test results in relation to the qualities exhibited by examinees. Each Mastery Level—Below Basic, Basic, Proficient, Accomplished, and Advanced—corresponds to specific evidence of critical-thinking and written communication skills.
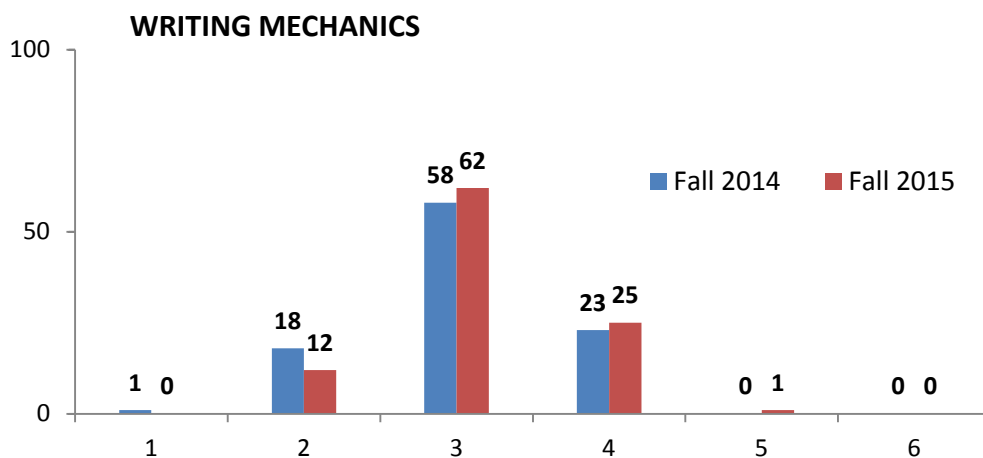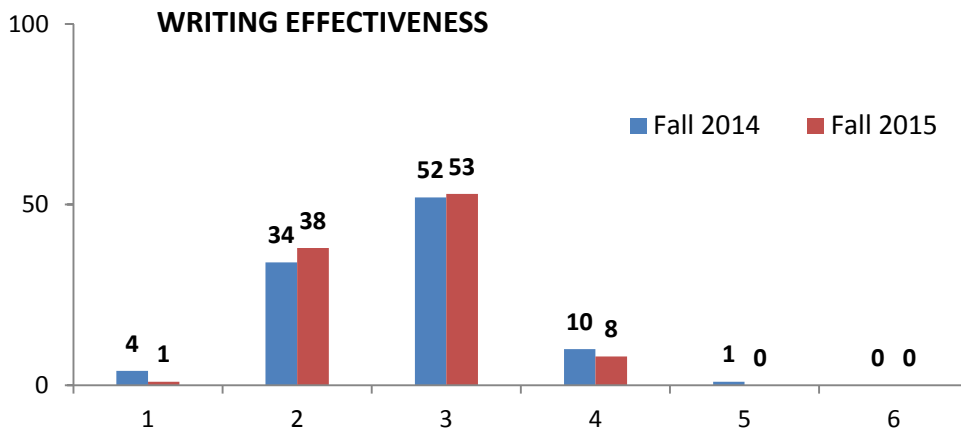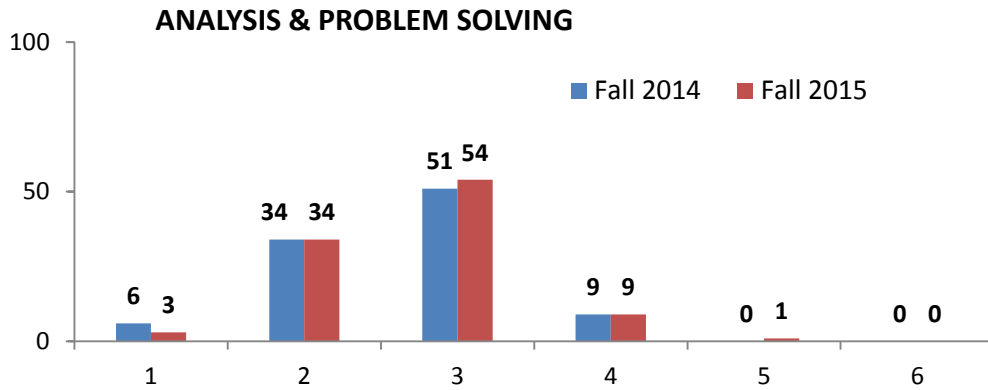
CLA+ Sub-Scores

In addition to total scores, there are six sub-scores reported across the CLA+.

Mastery Levels for RU Freshman in Fall 2014 and Fall 2015

	MEAN TOTAL CLA+ SCORE	MEAN MASTERY LEVEL	PERCENT BELOW BASIC	PERCENT BASIC	PERCENT PROFICIENT	PERCENT ADVANCED
Fall 2014	967	Basic	50	34	16	0
Fall 2015	987	Basic	42	44	13	1

The Performance Task—an essay-based section of the exam—is scored in three skill areas: Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics. Students receive criterion-referenced sub-scores for each skill category based on key characteristics of their written responses.

ANALYSIS & PROBLEM SOLVING

Fall 2014   Fall 2015

Score	Fall 2014	Fall 2015
1	6	3
2	34	34
3	51	54
4	9	9
5	0	1
6	0	0

WRITING EFFECTIVENESS

Fall 2014   Fall 2015

Score	Fall 2014	Fall 2015
1	4	1
2	34	38
3	52	53
4	10	8
5	1	0
6	0	0

WRITING MECHANICS

Fall 2014   Fall 2015

Score	Fall 2014	Fall 2015
1	1	0
2	18	12
3	58	62
4	23	25
5	0	1
6	0	0

Selected-Response Questions are also scored in three areas: Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Critique an Argument. These sub-scores are scored based on the number of correct responses that students provide.

Mean Sub-Scores for Freshmen in Fall 2014 & Fall 2015

	SCIENTIFIC & QUANTITATIVE REASONING			CRITICAL READING & EVALUATION			CRITIQUE AN ARGUMENT		
	Mean Score	25th Percentile Score	75th Percentile Score	**Mean Score**	25th Percentile Score	75th Percentile Score	**Mean Score**	25th Percentile Score	75th Percentile Score
Fall 2014	**474**	420	535	**468**	386	548	**495**	442	536
Fall 2015	**485**	426	525	**480**	411	547	**513**	446	581

NOTE: The selected-response section sub-scores are reported on a scale ranging from 200 to 800.

ANNUAL ACADEMIC PROGRAM ASSESSMENT

The Office of Academic Assessment is responsible for coordinating the assessment of all major and minor degree and certificate programs offered at the University in compliance with the Southern Association for Colleges and Schools Commission on Colleges' guidelines and requirements.

Assessment reports are required annually from each program by degree level (e.g., bachelor's, master's, and doctorate). Also, interdisciplinary minors, post-baccalaureate programs, certificate programs, academic support and administrative units are expected to submit annual assessment reports. Formal assessment of academic support areas also occurs on an annual basis and includes programs such as the Honors Academy, Office of Undergraduate Research and Scholarship, International Education Center, etc.

Academic program assessment is conducted each academic year by faculty and the report for the prior academic year is due every October 1st to the Office of Academic Assessment. The Office of Academic Assessment staff provides assistance as needed to facilitate the process of completing this annual report.

College Assessment Committees, including a representative from each department, have been formed to open up a channel of communication on assessment processes and procedures to facilitate the implementation of programmatic assessments. The main objective of forming the committees was to break down information silo and encourage cross-disciplinary learning about assessments.

Every year, an audit of program assessment is conducted under the following subsections to ensure that each program complies with the annual requirements for assessing student learning:

Department _____   Degree _____

    I.   Mission Statement

   II.   Program Outcomes

  III.   Student Learning Outcomes

  IV.   Curriculum Map

   V.   Measures

  VI.   Targets

 VII.   Findings/Results

VIII.   Action Plan

  IX.   Closing the Loop (Use of Results)

As stated in SACSCOC Comprehensive Standard 3.3.1.3, both academic and student support areas are expected to specify outcomes and measure the extent by which the stated outcomes are being achieved. Every program or unit in these areas is expected to submit an annual assessment report on the extent to which they have realized their expected outcomes. The Office of Academic Assessment staff assist every unit to develop an assessment plan and effectively implement it.

FIVE-YEAR ACADEMIC PROGRAM REVIEW

Radford University has adopted a systematic process of sequentially reviewing academic programs every five years. The oversight for implementing the five-year academic program review centrally lies with the Academic Program Review Committee, consisting of all Academic Deans, a teaching Faculty (representative) from each college, Institutional Research Director, Assistant Provost for Academic Assessment and the President of the Faculty Senate. Academic Program Review conducted every five years includes information collected over the course of the past five Annual Academic Program Reports. However, the fifth-year report is more reflective and analytical by examining the programs' trend data and strategically projecting the development of the programs under review to the future. This comprehensive review is intended to determine the overall health, viability, and curricular integrity of the program, as well as reflecting upon assessment findings and the programmatic improvements made as a result of assessment.

This process conforms to the requirement in SACSCOC Core Requirement (CR) 2.5 which states that:

> The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (**Institutional Effectiveness**)

Radford University began a new 5-year program review cycle in academic year 2015-2016 to complete the cycle in academic year 2019-2020. The table below shows the timeline and the sequence of implementing the review by academic program.

Radford University Academic Programs Review Schedule 2015-2020					
College	2015-16	2016-17	2017-18	2018-19	2019-20
CHBS		Philosophy/Religion Psychology (UG & GR)	Ed. Specialist in School Psy Psy.D Communication (UG & GR) Foreign Languages & Literatures Media Studies	History Political Science Social Science Sociology	Criminal Justice (UG & GR) Interdisciplinary Studies-Liberal Arts English (UG & GR) Bio-Ethics Certificate Teaching Language Arts-Certificate
COBE				BS-Economics BBA -Accounting, Finance, Economics, Management, Marketing MBA	
CEHD		Recreation, Parks & Tourism Counselor Education (GR) Athletic Training	Autism-Certificate	Nutrition & Dietetics Exercise, Sport & Health Ed	Interdisciplinary Studies Educational Leadership (GR) Literacy Education (GR) Special Education (GR) Education (GR)

CSAT		Biology Anthropological Sciences	Computer Science Information Science & Systems Mathematics & Statistics Physics Geospatial Science	Sustainability-Certificate Chemistry	Geology
CVPA				Music (UG & GR) Theatre	Art (UG & GR) Dance Design
WCHHS	Social Work (UG & GR) DPT BSN	COSD (UG & GR) DNP		MOT	
Total	4	11	12	19	17

During this academic year, four programs (namely Social Work--both undergraduate and graduate, Doctor of Physical Therapy, and Bachelor of Nursing) are under review. All the four programs are accredited and will not complete a full-blown review process.

The faculty senate recently approved the following template for conducting academic program review for this five-year cycle as shown below.

FIVE-YEAR ACADEMIC PROGRAM REVIEW TEMPLATE
Program _____
College _____

I.   Program Information

Overview of the program

Mission statement, goals, and objectives for the program

Describe the program's relationship to other RU programs (e.g., courses support the core curriculum and/or professional programs; an interdisciplinary program is developed with other departments; etc.)

II.   Responses to Previous Program review Recommendations

Itemize each major recommendation and describe the program's response to those recommendations.

III. Program Productivity and Viability Analysis

Enrollment
⬜⬜

Degree productivity
⬜⬜

Measures of program quality (may include but are not limited to: student performance on licensure/certification exams; job placement of graduates; graduate school placement; alumni and employer survey results; student conference presentations and publications, community engagement practices, etc.)
⬜⬜

What do the data tell you regarding the productivity and future viability of your program?
⬜⬜

What actions or initiatives will you implement based upon that analysis?
⬜⬜

IV. Student Learning and Engagement

Describe the means of assessing student learning outcomes. Means of assessing outcomes may include but are not limited to standardized tests, capstone course/program examinations, analyses of theses, portfolios and recitals, etc.
⬜⬜

Describe the plan used to assess and improve the program on an on-going basis.
⬜⬜

Summarize improvements made as a result of the improvement plan.
⬜⬜

For courses with relatively high D, F, W rates compared to the other courses in the program, what is the program doing to improve retention in those specific courses.
⬜⬜

V. Faculty Scholarly and Service Activities

Teaching productivity and activities designed to enhance teaching and the curriculum
⬜⬜

Research productivity
⬜⬜

Service, including service to public schools and the community

Plans to enhance faculty development across the program including such things as acquiring more reassigned time for scholarly activities, workshop participation, mentoring programs, etc.

VI.   Facilities and Resources

Address the adequacy of resources and support services needed to implement the goals and objectives of the program. These could include: library resources; laboratories; equipment; space needs; support personnel; faculty; and/or other resources.

VII.   Disciplinary Trends Affecting the Program

Describe emerging issues and trends in the discipline

Examine how program strengths and weaknesses and external factors (e.g., economic, environment, demographic, technological, social, legal, governmental/political, competitive, etc.) could impact achievement of program goals, objectives and expected outcomes given these disciplinary trends.

VIII.   Recommendations

Identify areas for improvement of the program which are within the control of the program, including curricular changes if appropriate and/or recommendations for changes that require action at the Dean, Provost or higher levels.

QUALITY ENHANCEMENT PLAN (QEP)

The regional accreditor for the southern region, SACSCOC, is unique among the six regional accreditors in the U.S. because it requires, in addition to other assessment areas discussed above, the completion of a Quality Enhancement Plan in partial fulfillment of decennial reaffirmation of accreditation. The current QEP for RU, prepared for the University's reaffirmation of accreditation in 2012, is the Scholar Citizen Initiative (SCI), which requires an ongoing assessment of its impact on the specified student learning outcomes and overall goals. For more information about the Scholar Citizen Initiative goals and student learning outcomes, visit: http://www.radford.edu/content/qep/home/guide/outcomes.html

The SCI-QEP Impact Report is due to SACSCOC in March 2018 at which time the institution will have to demonstrate the extent to which the identified SCI goals and student learning outcomes have been achieved, as well as the impact that SCI has had on student learning and/or the environment supporting student learning at RU.

The Quality Enhancement Plan Learning Outcomes

Radford University's QEP, the Scholar Citizen Initiative (SCI), evolved out of a broad university dialogue and is a reflection of the University's commitment to social responsibility, community leadership, and instructional innovation. Students taking part in SCI are expected to meet the following learning outcomes:

1. Critically analyze different viewpoints or theories about a contemporary issue using reliable sources.
2. Make connections between one's academic experiences/knowledge and one's own participation in civic life.
3. Apply ethical reasoning to contemporary local, national, or global issues.
4. Propose or evaluate solutions to problems in the context of contemporary local, national, or global issues.
5. Engage in a self-reflective process as a means of understanding civic experiences.

The five SCI student learning outcomes are directly assessed using embedded student assignments (e.g., essays, research papers, essay exam questions) from students enrolled in SCI designated courses or taking part in co-curricular projects. Samples of these assignments are examined by external raters who used standard rubrics approved by the SCI Steering Committee. To ensure the stability of the rating process, the same external raters were used for the years reported. The raters were trained in the use of the rubric, have regular "norming" meetings, and have consistently demonstrated high inter-rater reliability.

The SCI student learning outcomes are also assessed indirectly using locally created surveys (SCI course evaluations and QEP Exit Survey) and a national survey of college seniors. Findings from SCI assessment are used to determine the strengths and weaknesses of the program and for improving the SCI program.

Improvements were seen in the first four SCI student learning outcomes from AY 2013-2014 to AY 2014-2015. (The fifth learning outcome was new for AY 2014-2015). The following table shows the increase in student performance (percentage) in the artifacts rated as either "Exceptional" or "Above Average". The increase in student ratings, especially those rated as "Above Average" are likely due to a couple of factors. First, based on feedback from students and enrollment records, many students who first took part in SCI in AY 2013-2014 continued their participation in the program in AY 2014-2015 by enrolling in other SCI courses or taking part in SCI co-curricular activities. This repeated exposure to the program reinforced the learning that took place from the previous year. In addition, assessment results from AY 2013-2014 determined that many faculty teaching SCI courses struggled with aligning course assignments with the SCI learning outcomes. Based on this information, steps were taken to assist SCI faculty in developing appropriate assignments that were directly linked to the outcomes.

SCI Student Learning Outcomes		2013-2014	2014-2015	Change in Ratings
SLO 1: Critically analyze different viewpoints or theories about a contemporary issue using reliable sources.	Above Average	30%	51%	+ 21%
	Exceptional	1%	9%	+ 8%
SLO 2: Make connections between one's academic experiences/knowledge and one's own participation in civic life.	Above Average	8%	53%	+ 45%
	Exceptional	2%	7%	+ 5%
SLO 3: Apply ethical reasoning to contemporary local, national, or global issues.	Above Average	33%	61%	+ 28%
	Exceptional	3%	5%	+ 2%
SLO 4: Propose or evaluate solutions to problems in the context of contemporary local, national, or global issues.	Above Average	24%	46%	+ 22%
	Exceptional	0%	14%	+ 14%
SLO 5: Engage in a self-reflective process as a means of understanding civic experiences.	Above Average	na	54%	na
	Exceptional	na	7%	na

PROGRAM-SPECIFIC ACCREDITATIONS

As at February 2016, Radford University's official degree inventory includes 67 bachelor's degrees in 38 disciplines and two certificates at the undergraduate level; at the graduate level are 22 master's degrees in 17 disciplines and three doctoral programs; 12 post-baccalaureate certificates and one post-master's certificate.

The current RU strategic plan partly suggests in Goal 2.1 to "ensure that undergraduate academic programs are rigorous and distinctive by increasing the number of programs achieving national accreditation or certification by requiring that every program eligible for accreditation or certification attain it." As such, many academic programs at Radford University vigorously pursue program-specific accreditations in a quest for external validation of their programs' quality. Those programs complete learning outcomes assessment that meets the objectives defined by their accreditors.

Some programs are required to have specialized accreditations, while many programs do not have specialized accreditors. Some programs have specialized accreditors, but it is not a requirement to be accredited. Below is a list of Radford University programs that are currently accredited in their fields/disciplines.

Program	Accrediting Body	Review Cycle
Athletic Training: B.S. in Athletic Training	Commission on Accreditation of Athletic Training Education (CAATE)	2010-2020
Business: B.B.A in Business Administration	Association to Advance Collegiate Schools of Business (AACSB), International	2012-2017
Business: M.B.A in Business Administration	Association to Advance Collegiate Schools of Business (AACSB), International	2012-2017
Communication Sciences and Disorders: M.A./M.S. in Communication Sciences and Disorders with a concentration in speech-language pathology	Council on Academic Accreditation of the American Speech-Language Hearing Association	2008-2016
Computer Science: B.S. in Computer Science and Technology with a concentration in Computer Science	Accreditation Board for Engineering and Technology	2010-2016
Counselor Education: M.S. in Clinical Mental Health Counseling	Council for the Accreditation of Counseling and Related Educational Programs (CACREP)	2015-2017
Counselor Education: M.S. in School Counseling	Council for the Accreditation of Counseling and Related Educational Programs (CACREP)	2015-2017
Information Science and Systems: B.S. in Information Science and Systems with concentrations in Information Systems and Web Development	Accreditation Board for Engineering and Technology	2010-2016
Interior Design: B.F.A. in Interior Design	Council for Interior Design Accreditation	2013-2019
Music: B.A./B.S. in Music	National Association of Schools of Music (NASM)	2013-2023
Music: B.M. in Music with concentrations in Music Education, Music Therapy and Music Business	National Association of Schools of Music (NASM)	2013-2023
Music: M.S. in Music with a concentration in Music Therapy	National Association of Schools of Music (NASM)	2013-2023
Music: M.A. in Music	National Association of Schools of Music (NASM)	2013-2023
Nursing: B.S.N. in Nursing	The Commission on Collegiate Nursing Education (CCNE); The Virginia State Board of Nursing (SBON)	2014-2024; 2010-2020
Nursing: D.N.P. in Nursing Practice	The Commission on Collegiate Nursing Education (CCNE)	2010-2020

Nutrition and Dietetics: B.S. in Nutrition and Dietetics	Accreditation Council for Education in Nutrition and Dietetics (ACEND)	2013-2023
Occupational Therapy: M.O.T. in Occupational Therapy	Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)	2010-2018
Physical Therapy: D.P.T. in Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE)	2014-2019
Psychology: Psy.D. in Counseling Psychology	American Psychological Association (APA)	2012-2016
Psychology: Ed.S. in School Psychology	National Association of School Psychologists (NASP); Council for the Accreditation of Educator Preparation (CAEP)	2012-2016; 2012-2016
Recreation, Parks and Tourism: B.A./ B.S. in Recreation, Parks and Tourism	Wilderness Education Association (WEA); Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT)	2010-2015 (awaiting approval); 2014-2021
Program in Public Sociology: B.A./B.S. in Sociology	The Commission on the Accreditation of Programs and Clinical Sociology (CAPACS)	2015-2020
School of Teacher Education and Leadership: B.A. in Interdisciplinary Studies with concentrations in Early Childhood/Early Childhood Special Education, Elementary Education (PreK-6), Middle School Education, Special Education (Deaf and Hard of Hearing), and Special Education (General Curriculum K-12)	Council for the Accreditation of Educator Preparation (CAEP); Virginia Department of Education	2012-2018; 2012-2018
School of Teacher Education and Leadership: M.S. in Education with concentrations in Curriculum and Instruction, Math Education, Appalachian Studies, and Early Childhood/Early Childhood Special Education	Council for the Accreditation of Educator Preparation (CAEP); Virginia Department of Education	2012-2018; 2012-2018
School of Teacher Education and Leadership: M.S. In Educational Leadership	Council for the Accreditation of Educator Preparation (CAEP); Virginia Department of Education	2012-2018; 2012-2018
School of Teacher Education and Leadership: M.S. in Literacy Education	Council for the Accreditation of Educator Preparation (CAEP); Virginia Department of Education	2012-2018; 2012-2018
School of Teacher Education and Leadership: M.S. in Special Education with concentrations in Special Education (General Curriculum K-12), Special Education (Adapted Curriculum K-	Council for the Accreditation of Educator Preparation (CAEP); Virginia Department of Education	2012-2018; 2012-2018

12), Deaf and Hard of Hearing (PreK-12), Visual Impairment (PreK-12) and Early Childhood Special Education		
School of Teacher Education and Leadership: Secondary teaching options in English, Math, Social Science, and Science	Council for the Accreditation of Educator Preparation (CAEP); Virginia Department of Education	2012-2018; 2012-2018
School of Teacher Education and Leadership: Pre-K teaching options in Art, Dance, Music, and Health and Physical Education	Council for the Accreditation of Educator Preparation (CAEP); Virginia Department of Education	2012-2018; 2012-2018
Social Work: B.S.W. in Social Work	Council on Social Work Education (CSWE)	2014-2022
Social Work: M.S.W. in Social Work	Council on Social Work Education (CSWE)	2014-2023
Theatre: B.A./B.S. in Theatre	National Association of Schools of Theatre (NAST)	2013-2023

STUDENT SUCCESS IN LICENSURE EXAMINATIONS

The caliber of students produced in programs that administer licensure examinations can be measured by how their students performed in those examinations relative to their peers across the nation. This is an alternative means of measuring the extent of learning that the students have acquired in their respective programs, as well as the quality of students graduated and their readiness to perform their respective duties as professionals. Below are selected samples of professional programs with their licensure examination pass rates.

National Council Licensure Examination for Registered Nurses (NCLEX-RN®)		
Year	RU Pass Rates	National Pass Rates*
2015	96%	85%
2014	97%	86%
2013	93%	85%
2012	92%	92%
2011	82%	89%
* Used by the Boards of Nursing/Regulatory Bodies to test entry-level nursing competence of candidates for licensure/registration as Registered Nurses		
Family Nurse Practitioner (FNP) Exam Pass Rates		
Year	RU Pass Rates	**National Pass Rates**
2015	100%	n/a
2014	100%	n/a
2013	100%	n/a
Occupational Therapy Registered (OTR) Certification Examination Pass Rates		

Year	RU Pass Rates	National Pass Rates
2015	100%	n/a
2014	100%	85%
2013	94%	85%
2012	80%	85%
The Occupational Therapy program at Radford University is fairly new. Certification is conducted by the National Board for Certification in Occupational Therapy		

Physical Therapist Examination Pass Rates

Year	RU Pass Rates	National Pass Rates
2015	95%	96%
2014	100%	99%
The Physical Therapy program at Radford University graduated its first set of students in 2014.		

Social Work National Exam: Clinical[1]

Year	RU Pass Rates[1]*	National Pass Rates[2]
2015		
2014	86%	78%
2013	83%	78%
2012	76%	77%
2011	63%	78%
2010	68%	75%

[1]https://www.aswb.org/exam-candidates/about-the-exams/pass-rates/

*Total examinees for the year

[2]https://www.dhp.virginia.gov/social/reports/MSW_PassFail_2014.pdf

Communication Sciences & Disorders: National Pass Rates in Praxis Exams

Year	RU Pass Rates	National Pass Rates
2014-15	100%	92%
2013-14	100%	89%
2012-13	100%	88%
2011-12	100%	85%
2010-11	100%	86%

Music Therapy Board Exam Pass Rates

Year	RU Pass Rates	National Pass Rates
2014-15	100%	62%
2012-13	83%	65%
2010-11	100%	71%
2008-09	92%	76%

School Psychology (Ed S) Program: National Licensure Exam

Year	RU Pass Rates	National Pass Rates
2015	100%	n/a
2014	100%	n/a
2013	100%	n/a
2012	100%	n/a
2011	100%	n/a

Psychology Doctorate (Psy D) Program: National Licensure Exam

Year	RU Pass Rates	National Pass Rates
2015	100%	n/a
2014	100%	n/a
2013	100%	n/a
2012	100%	n/a

USE OF ASSESSMENT RESULTS FOR IMPROVEMENTS
ACROSS THE BOARD

To highlight selected program improvements made in the past two years, the examples below have been pulled from program assessment reports, narrative responses, or departmental assessment summaries. Several examples from selected departments of the University, including graduate and undergraduate programs and academic support areas are presented below.

How Student Learning Has Improved as a Result of Assessment

Social Sciences: Due to a detailed analysis resulting from assessment, the Social Sciences program identified weaknesses in students' preparation and took measures to prepare students much better for PRAXIS II. As a result, students' scores improved and have met, or exceeded, stated learning outcomes target in the past two years.

Philosophy and Religious Studies: In AY 2013-14, the department of Philosophy and Religious Studies (PHRE) reexamined its learning outcomes and assessment methodology. A comparison of the new PHRE assessment model against the old assessment model indicates some gains in student performance.

Marketing: Since Marketing began a focus on teaching and assessing marketing analytics, 95-100% of marketing students received Microsoft certification in Excel. Marketing students have also met expectations regarding targeted learning objectives for four marketing major-specific outcomes, with more than 75% exceeding the targeted levels of learning.

To enhance student retention from the first year to matriculation, the department now requires *MKTG101: Creativity and Innovation* course for marketing majors at the freshman level, and this year added a sophomore course *MKTG201: Personal Marketing-Brand Me* that also meets the CORE201 requirement. The increase in the number of marketing majors and assessment of learning objectives over the past three years indicates these adjustments are positively impacting student retention, graduation rates, and abilities.

Theatre: Students are assessed frequently on their problem-solving and collaborative skills, as well as on their level of professionalism. In a recent survey, Radford alumni credited their Theatre Department education for learning and improvement in the following skills: 85% gained "ability to identify and assess problems" and "ability to meet deadlines." 93% gained "ability to work as a team and collaborate" and "ability to reach effective solutions to problems using available resources."

Accounting, Finance and Business Law: Recruiters from major firms have visited to interview the department's students, and a number of students have been hired by these firms. Part of the reason given for visiting and interviewing now is recognition of the quality of the students in their academic preparation.

Dance: The dance department has shown increased analytical skills; higher caliber of dance technique when students matriculate; higher level of performance skills; increased creative problem-solving skills; increased leadership skills; and higher retention from first year to last year as a result of assessment

MBA: The program uses the ETS Major Field Test for measuring core concepts of the business disciplines. The target level of achievement is the 50th percentile among all students taking the exam. Since our students are now surpassing this target in every area, the target is being raised to the 60th percentile.

Geospatial Science: Beginning in 2012-2013 academic year, all majors were required to take *GEOS 380: Spatial Analysis Techniques*. This had previously been required for students in Geo-informatics concentration only. Following this change, proficiency rates for this student learning outcome has increased from 71% to 81%. Though not yet conclusive, this suggests that the change in curricular requirement had a positive effect.

Design: Based on assessment, improvements are observed in the final project scores for DSN 100 course. Perhaps more importantly also, assessment has shown that the scores for applying design elements and principles in the final project are weaker than the scores for identifying design elements and principles.
In the Fashion Design concentration, assessment showed that the seniors are proficient at identifying and applying design elements and principles. However, it would be important for students to exhibit highly proficient ability in applying design elements and principles in their fashion design work and senior portfolios.

Social Work: Changes made in response to assessment scores led to increased performance in research methods, as well as overall higher quality of student projects. In response to performance below target on the social and economic justice measure, an assignment was added to the first semester of the concentration field placement that specifically asked students to read about human rights and address that topic. Performance on this measure improved the very next year.

Retention/New Students: UNIV 150 course has a two-year record of having a significant impact upon the retention of students who finish the first semester on academic probation.

McConnell Library: Within the limitations of a 50-minute timeframe, the library instruction has increased its impact on students' educational experience through increased student engagement in hands-on performance based assessment.

Sponsored Programs: By working on research with faculty, student researchers have advanced their scientific curiosity and enriched their overall experience at the University. Participation in meaningful research, helping to solve real-world problems, both in theory and in practice, is what makes a student well-rounded and prepares them to face the real-world challenges after departing Radford.

Teacher Education and Leadership: During AY 2013 - 2014, trend data suggested that nearly half of students not meeting the requirements for the Teacher Education Program were struggling to pass the Praxis Core Math assessment. To respond to this glaring student need and to embrace practices of inclusive excellence, a Praxis preparation course was developed during AY 2014-2015. The course is being offered for the first time this academic year, 2015 - 2016, with the first group of thirty-five students taking it during fall 2015. The students included those who had previously taken the Praxis exam and failed. As a result of this effort, students' additional attempts to pass the assessment have yielded positive returns. To date, twelve of the students who took the preparatory course have obtained their Praxis scores, with 91 percent of these students reporting passing scores.

How Assessment Has Been Used for Programmatic Changes/Curricular Improvements

Many of the changes associated with assessment involve changes to curriculum and instruction. Assessment allows departments to see weaknesses in instruction or curriculum and then make adjustments to improve student learning. The following are examples of programmatic changes made as a result of assessment.

Core Curriculum: Several changes have been made to the Core Curriculum as a result of assessment activities. Assignments were redesigned to focus more on Core goals and to better align with student learning outcomes. In addition, *the Radford University Core Handbook*, the text for CORE 101, 102, 201 and 202, was specifically created to address the University's own Core outcomes and objectives.

Criminal Justice: Criminal Justice developed some initiatives (e.g., using clickers), identified areas that need to be emphasized more directly in the curriculum, developed some "standard" assignments to be sure that students were being uniformly assessed on projects in different classes, identified the need for assistance with writing and professionalism programming.

Social Sciences: The program recently adopted new writing guidelines to assist students in developing and applying relevant methodologies and analysis to their research.

Communication Science and Disorders: The department used students' performance on measures of oral skills (e.g., presentations, counseling) to modify how the department is providing students with the opportunity to learn how to better develop oral communication skills. The department has incorporated more low stakes assignments in which students have to practice counseling to better prepare them in this area. The department of Communication Sciences and Disorders has made some adjustments in which skills are best taught in which courses based on the learning outcomes. The department also made changes to the sequence of courses for the graduate program.

Communication: Through assessment, the Department of Communication was able to discover that in some cases students in smaller classes were doing better and meeting learning outcomes more consistently than in the larger-sized classes of the same course. A good example is COMS 330, Communication Theory, which had been taught in both large sections (up to 80 students) and smaller sections (up to 40 students). When the department noticed that students in smaller classes were getting better grades and being assessed at higher levels, the department changed to smaller classes. The improvement was significant enough that the department changed its competency threshold to a higher level.

Through assessment, the department has been able to better quantify how weak some of the students are in grammar, punctuation and getting their ideas across clearly in writing. This has allowed the department to put more emphasis on writing and grammar in lower-level classes, which is expected to pay dividends at the upper-level classes.

Marketing: To enhance student retention from the first year to matriculation, the department now requires the MKTG101: Creativity and Innovation course for marketing majors at the freshman level, and this year added a sophomore course MKTG201: Personal Marketing-Brand Me that also meets the CORE201 requirement. The increase in the number of marketing majors and assessment of learning objectives over the past three years indicates these adjustments are positively impacting student retention, graduation rates, and abilities. The department has also added two undergraduate and two graduate level courses in Marketing Analytics (foundation and advanced).

Psychology: In general, collection of assessment data has allowed the program to address training standards required by its accrediting body CAEP/NASP. The program has consistently met high standards with regards to pass rates on the national credentialing exam (PRAXIS-II – School Psychology), graduation/retention rates, and the percentage of students who obtain employment as a school psychologist within 6 months of graduating. The assessment data has been confirmatory in demonstrating that the program goals and objectives are being met and that meeting those objectives allows the students to be highly competitive in meeting professional entry-level employment standards.

Theatre: Increasing assessment targets and making course improvements have led to higher-level projects for students in theatre productions. For example, in the spring semester's musical, *Anything Goes, ALL designers* (scenic, costume, lighting, and sound) are students, rather than faculty. The students' ability to shoulder higher responsibility, usually needing faculty expertise, demonstrates program improvements in communication, collaboration, rendering, and conceptualization. Students

have also strengthened their abilities in script analysis and interpretation, as shown in assessment data. Lastly, retention rates remain higher than the University average among upperclassmen.

MBA: The MBA program began to assess analytics because the goal of 'developing analytical business professionals' was added to the College's mission and goals. The first assessment resulted in achievement of the target of 80% in only two of the 7 measures. Thus, additional analytics classes were added to the curriculum and students are now required to take at least two in their MBA program. In the second assessment, the students achieved the target in all but two of the outcomes, and these two were at 71%, i.e., 9 percentage points below the expected target.

Geology: Assessment results below the expected level have indicated points of weakness, and courses have been adjusted as a result.   For example, GEOL106 devoted extra lab time for fossil identification (50% proficient or higher changed to 100%); GEOL440 restructured field trip activities to be more focused and investigative (59% increased to 89% in describing origin and structures in the field). Assessment results have altered the teaching techniques of certain courses: GEOL312 added extra time for review to improve the explanation of the origin of certain rocks, and employed more active learning techniques.

Physical Therapy: All aspects of the Physical Therapy program have undergone changes as a result of assessment. The curriculum has been altered to provide better outcomes in clinical affiliations; clinical affiliations have changed based on direct feedback from students and clinicians; faculty have pursued education to better prepare them for their teaching duties; modes of content delivery have broadened to best meet the needs of students.

Criminal Justice: The Criminal Justice department changed some undergraduate course prerequisites based on the development of a new assessment plan, and also built in some new assignments to the undergraduate and graduate courses, all based on the conversations we had about program goals and measurement. Rather than these being "add on" assignments solely for assessment (as in the past), they are now integrated as key components of those courses in a deliberate effort to ensure that the department covers certain concepts that were identified as critical to our new outcomes.

Psychology: One example is the development of a new experiential course during 2014-2015, *PSYC 689 (Clinic-based Practicum)*. This course allows selected program faculty to ensure that students have opportunities to engage in specific types of service delivery and to receive intensive supervision, prior to being placed in school-based practicum.

Occupational Therapy: The Occupational Therapy program increased attention to the development of appropriate professional behaviors early in the curriculum. For example, the program added a requirement to a first-year course that students write professional goals for themselves based on feedback from others. Faculty also bring concerns about any student's professional behavior to his or her advisor, who explores it with the student and makes recommendations for improvement.

Accounting, Finance and Business Law: A change in requirements, replacing ITEC 100 with ITEC 281, provides students with a better understanding of Excel, allowing the faculty to move into the course material earlier and in more depth. The College of Business and Economics is now stressing innovation and analytics. A number of courses within these majors have been revised to reflect at least one, if not both, of these areas. As a result, students are becoming aware of the uses of analytics and data analysis in a variety of settings, and their class experience in teaching methods of analyzing data and providing

better solutions to problems. The emphasis in analytics has already allowed the department to stress critical thinking to a greater degree. Students learn to look at a problem from all angles rather than going with a "first impression" or "gut feeling" response. This, in turn, improves their ability to reach decision based on a given set of facts that is more easily defended or justified.

Social Work: In response to students' scores on research methods measures that were below the target levels, students' expectations for independent research projects were changed to encourage them to undertake content analysis projects (a task most students can complete successfully) instead of systematic literature reviews (a task many students were struggling with). This led to increased performance in research methods, as well as overall higher quality of student projects.

Interdisciplinary Studies in Liberal Arts (IDSL): During AY 2013-14 this program was substantially revised because the prior program, as a non-teaching option, suffered from ill-defined mission and a lack of cohesion as an independent major. The restructured major created a cohesive and unique identity for IDSL to become clearly distinguished from the teaching track, Interdisciplinary Studies degree in the College of Education. This was accomplished by adding a methods class, senior capstone (independent study or internship) and a senior seminar. Moreover, the status of this program as "interdisciplinary" was clarified by defining applicable measurable learning outcomes whereby students demonstrate skills in interdisciplinary research. Since the revision in AY 2013-14, the program went from 11 newly enrolled students and 25 graduates to 94 students and 45 degrees conferred in AY 2014-15.

How Assessment Has Led to Opportunities for Faculty and Staff Development

Besides highlighting areas of weakness in curriculum, assessment also has led to opportunities for faculty and staff development in areas that are shown to need improvement. The following are examples of faculty and staff development opportunities due to assessment.

Scholar Citizen Initiative (SCI): In AY 2014-2015, SCI sponsored 11 workshops geared toward faculty development.

Communication: Some grant-funded assessment work by two Communication faculty sought information from alumni from the past ten years. The faculty discovered that some of the things the department was assessing were rarely used in the workplace, and the alumni strongly emphasized the need for good writing skills.

Physical Therapy: Faculty have pursued additional education to better prepare them for their teaching duties.
Center for Innovative Teaching and Learning (CITL): Faculty members are acquainted with a multi-dimensional assessment rubric and are coached to design a course that is aligned with proven instructional strategies and systematic design. The re-designed course is reviewed and evaluated by a three-person review team trained to provide feedback to the faculty course designer. After the feedback is implemented in the course design, faculty members may have the chance to submit the course for an external review from a nationwide pool of trained reviewers. Courses receiving a quality score of 85% or better on the final review are awarded the nationally recognized "Quality Matters"

stamp that is good for three years. This is an evaluation and instructional design project centered on continuous review and improvement but has the impact of creating courses that employ empirically derived best practices in student learning outcomes achievement.

For many years, CITL has been offering professional development sessions, called "Our Turn", for faculty and staff three times in an academic year (August, January, and May). The sessions cover a variety of areas that can strengthen teaching and learning (such as using technology in the classroom), as well as improving processes in the administrative areas. The table below shows the number of faculty and staff who attended various sessions of "Our Turn" in the past few years.

Faculty and Staff Enrollment in "Our Turn" Professional Development, AY 2013-2016

Sessions	2012-2013	2013-2014	2014-2015	2015-2016
August Our Turn	303	433	431	539
January Our Turn	395	410	389	442
May Our Turn	441	562	636	***
TOTAL	1139	1405	1456	

Last summer, CITL provided workshops for a "Flipped Learning Institute". The role of CITL was to coach faculty in the production of learning activities in these courses that tightly match desired learning outcomes. In addition to teaching fundamental instructional design concepts, faculty were prepared in the best practices of instructional media development because "flipped learning" emphasizes heavy use of instructional media supplements outside of class.

McConnell Library: The Library has completely overhauled the training of the reference student assistants to focus on quality customer service, and training to answer non-research based questions, such as printing issues, giving directions, and helping people find books in the stacks. The quality of Student Assistants' service has significantly improved, as did their morale.

How Assessment Has Spurred New Resources for Faculty/Staff and Students

Many times, in order to achieve goals, assessment identifies resources needed to help the program function better and for students to achieve more. The following are examples of resources used to help achieve various assessment goals.

Social Sciences: A mandatory student orientation session was created for students new to the social science program. This program was put in place to make students aware of program requirements early on and to impress upon them the importance of early preparation for the PRAXIS II exam. Crash Course Modules and D2L exercises were made available to students to help them prepare better for the PRAXIS II exam. The aforementioned writing guide was adopted to help students develop and apply better analytical approaches in the major to their writing.

Communication: The School of Communication is in the process of creating a new required 100-level writing class for the majors to better prepare them in this area. Also, instructors in COMS 226, *Digital Imaging*, have all moved toward using online tutorials.

Marketing: The department has acquired hardware and software to support a Behavioral Lab in the College of Business which provides students and faculty the opportunity to complete innovative research projects using advanced analytical tools.

Psychology: Assessment data were used as a catalyst to develop a program advisory committee consisting of community-based stakeholders from public schools. One goal of this committee was to increase dialogue and understanding of the program's training standards and the need for diverse and comprehensive field-based experiences.

Geology: Not long ago, GEOL310 course (Mineralogy) suffered from low assessment results because of overcrowding and a lack of enough microscopes and samples. As a result, Geology Department was able to purchase a new set of high quality microscopes and additional samples so that, instead of 2 or 3 students sharing a microscope, each student had his/her own.

Geospatial Science: The department implemented a number of changes aimed at recruitment and retention, including putting a lot of efforts into improving participation by younger students in Geography Club; upper-level students were assigned to be lab monitors (something like a peer Helpdesk for geospatial applications); and participated in the Accelerate program.

The Career Center: Assessment has resulted in altered methods of delivery of career advising and resume reviews to meet students' request for online career advising services and increased website career resources. Assessment has also resulted in revising and implementing new strategies, such as Career PREP conference and industry-based mock-interviews, to enhance career-readiness and professional development programming to increase employers' perception and career-readiness of students and graduates. The Career Center has Re-Imagining Career Services Taskforce Plan (RICS)] and Partnered with Pre-Major Advising and College Advising Centers to integrate FOCUS2 Career Assessment into Pre-Major Advising and UNIV 100 College Specific Courses to increase freshman awareness of career services and establish the basis for a developmental career advising system.

McConnell Library: As a result of student feedback, the following changes were made: Library Commons was created by restructuring the former Reference Book Collection area and removing shelves and adding mobile chairs and tables, comfortable couches, computer clusters, and media-scape rooms. Classroom B was made available for group of students when not in use for instruction. Classroom A was made available for individual quiet student when not in use for instruction. Levels 1 and 5 are designated as quiet floors. Classrooms A & B and the quiet floors are no cellphone/voice zones (the only such places in the library).

Scholar-Citizen: The assessment component has led to the development of two engagement initiatives: 1. the Scholar-Citizen in Action grant program, which focuses on encouraging students to do higher-order engagement activities such as attending professional conferences, pursuing undergraduate research, and participating in academic competitions; 2. Implementation of the Scholar-Citizen Symposium and e-Portfolio showcase as a semester activity, providing a developmentally appropriate forum each semester for students to publicly reflect and "report out" on their Scholar-Citizen projects and experiences.

Registrar: One of the areas assessed is transcript production time. Back in 2012, it was determined that transcripts production time was taking too long and that there was a need to speed up the production time to better serve students applying for jobs, scholarships, graduate school, etc. The process was streamlined such that transcripts are now produced in an average of 1.3 days instead of 5-7 days. Moreover, a vendor has been contracted to provide electronic transcripts, which are immediately sent upon request.

The way that *DegreeWorks* functionalities are used for improving progress towards a degree was assessed, including identifying the courses that students need for graduation and when they plan to take them. As a result of assessment, three things were identified. First create degree audits for all graduate programs because only undergraduate programs had degree audits. Second, implement *DegreeWorks* Course Planner to determine what courses students need to take in order to graduate and when the student plans to take the courses. Lastly, develop a *DegreeWorks* reporting plan for getting and analyzing the dates from both the Audit and the Planner.

LONGITUDINAL ASSESSMENT OF STUDENT EXPERIENCES: A SURVEY APPROACH

RU annually participates in a national survey of College Seniors administered by the Cooperative Institutional Research Program (CIRP) of the Higher Education Research Institute at the University of California in Los Angeles (UCLA). The survey is conducted every spring semester. The table below displays the results of selected items from the survey over the past three years.

RU College Senior Survey: Longitudinal Results of Students' Perception

	2013	2014	2015
An opportunity to work on a research project (Frequently/Occasionally)	72.9%	71.7%	77.0%
An opportunity to apply classroom learning to "real-life" issues (Frequently/Occasionally)	93.4%	93.5%	95.8%
Participated in a study-abroad program (Yes)	7.8%	13.7%	7.8%
Participated in an internship program (Yes)	43.6%	51.9%	55.2%
Overall quality of instruction (Very satisfied/satisfied)	83.7%	87.3%	89.7%
Career counseling and advising (Very satisfied/satisfied)	51.5%	55.5%	61.3%
Amount of contact with faculty (Very satisfied/satisfied)	86.9%	89.3%	89.4%
Ability to find a faculty or staff mentor (Very satisfied/satisfied)	76.6%	80.2%	80.7%
Overall sense of community among students (Very satisfied/satisfied)	76.7%	76.4%	80.3%
Overall college experience (Very satisfied/satisfied)	87.3%	88.0%	88.8%

Looking back at selected variables indicating the senior student experiences over the past three years suggest an impressive feedback from RU seniors. In nearly all the dimensions reported in the above table, there has been some steady growth in the senior students' perception of their educational experiences at Radford University. Most of the items identified above are positively correlated with student engagement and work wellbeing, as the Gallup-Purdue Index indicated.

It is notable that over the years, Radford University seniors are having a positive image of their experiences at the college. Of importance are students' perception of the quality of overall instruction, student-faculty interactions, and the overall college experience. From those perspectives, it can be summed up that Radford University is producing a generation of satisfied alumni.

STUDENT EVALUATION OF COURSES AND FACULTY

Conducted every semester to seek student opinions about their experiences, various courses and faculty are evaluated by their students. Instructors use course evaluation results to improve courses and teaching. Department chairs typically use course evaluations as part of the annual job performance review of instructors. Departments use course evaluations to discern what the students' perceptions of their experiences were in various courses, as well as their thoughts about the curriculum in general and, moreover, watch for evident patterns in course evaluations over time. As courses and curricula often evolve over time, students' feedback about their experiences in courses taken are of critical importance to instructors and departments. Student evaluations of faculty are also factored into faculty tenure considerations and the adjunct faculty contract renewal.

As shown in the table below, students consistently rated their professors' preparedness for classes very high above all other items. Overall, students rated instructors higher than the courses they taught. Students consistently gave the lowest rating to the efforts they (themselves) put into their courses.

Summary Student Evaluations of Faculty: Undergraduate Courses, Fall 2014-Fall 2015

Scale from 1-5 where 5= Strongly Agree and 1= Strongly Disagree	Fall 2014 Mean	Spring 2015 Mean	Fall 2015 Mean
PUT IN GREAT DEAL OF EFFORT	4.05	4.11	4.09
RELEVANCY TO SUBJECT MATTER	4.41	4.43	4.41
TESTS/REQUIRED MATERIALS ARE RELEVANT	4.43	4.44	4.43
CLARITY OF GRADING	4.27	4.30	4.30
CHALLENGING COURSE DEMANDS	4.13	4.21	4.12
LEARNED A GREAT DEAL	4.22	4.27	4.25

INSTRUCTOR WAS PREPARED	4.49	4.50	4.50
CLARITY OF COURSE REQUIREMENTS	4.34	4.36	4.36
ORGANIZATION OF MATERIAL	4.30	4.33	4.34
INVOKED IN-DEPTH THINKING	4.31	4.36	4.34
ENCOURAGED PARTICIPATION	4.35	4.39	4.36
INSTRUCTOR WAS ACCESSIBLE	4.31	4.35	4.34
INSTRUCTOR PROVIDED USEFUL FEEDBACK	4.17	4.25	4.21

* Over 20,000 evaluation forms are processed every semester to obtain the mean score for each item.

SUMMARY

To sum up, Radford University is diligent in assessing student learning as a means of improving teaching and making continuous improvements in its curricula and services. Many approaches are employed to assess student learning, including direct and indirect, as well as internal and external sources. Assessment results have been used to effect some positive changes and improvements in student learning, curricula, and faculty development.

Radford University does not engage in student learning assessment just to be in compliance with external agencies but to use the same for improving teaching and learning. Compared to similar institutions, Radford University students have consistently rated the level of student-faculty interactions very high, just as the quality of instruction. Student outcomes and success are very important to both faculty and staff, and these are evident in the caliber of students graduating from the institution. The general support for student learning outcomes assessment has allowed RU to meet and exceed both institutional accreditation requirements, as well as program-specific accreditation thresholds. The quality of Radford University's programs are growing from leaps and bounds, which translates into making sure that our students are able to perform or acquire the necessary knowledge and skills that would make them become educated and productive citizens.

STUDENT LEARNING OUTCOMES ASSESSMENT

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GOAL #4: Learning Outcomes Assessment

The Academic Affairs and Business Affairs Committees would like to receive high level assessment information including:

A. how student learning assessment occurs at Radford;

B. what faculty and administration do with the resulting information;

C. how assessments are used to improve teaching and learning;

D. based on longitudinal assessment data, do we know if the educational experience at Radford is being strengthened?

Higher Education at Crossroads

"… until we value what we measure, and measure what we value, Americans will continue to ask the question, 'Is college worth it?'"

Brandon Busteed

External Drivers of Academic Assessment

- State Council for Higher Education in Virginia (SCHEV)

- Southern Association for Colleges and Schools Commission on Colleges (SACSCOC)

Internal Drivers of Academic Assessment

- Continuous Improvement of Programs and Services

- Program-Specific Accreditations & Recognitions/Certifications

Overview of Learning Assessment at RU

- Core Curriculum

- Annual Academic Programs

- Five-Year Program Review

- Quality Enhancement Plan

Core Curriculum

- Faculty Senate-Appointed Core Curriculum Advisory Committee (CCAC)
- Core Curriculum Competency Areas
  - University Core A – Four Learning Goal Areas
  - University Core B – Seven Learning Goal Areas
- Core Curriculum Assessment Plan
- Implementation Process

Complementary Core Curriculum Assessment

RU's Strategic Plan Goal 1.1 suggests:

"… the use of direct value-added assessment which compares students' skills, knowledge, and abilities upon entering RU and again during the senior year **to measure learning gains** that may be attributable to the institution's academic and student services programs."

Faculty Senate Approved Initiative

- The Faculty Senate approved the use of an externally validated assessment called the *Collegiate Learning Assessment* (CLA+) in 2014

- CLA+ is a value-added assessment

- RU began a 3-year pilot in fall 2014 to cross-validate the internal assessment results in the Core Curriculum

Collegiate Learning Assessment

- Organized by the Council for Aid to Education

- More than 800 Colleges and Universities Participate

- Pilot Tested Freshmen Students in Fall 2014 & 2015 and also Seniors in Spring 2015 & 2016

Collegiate Learning Assessment (CLA+) Skill Areas

Students' knowledge and skills are tested in the following six areas:

➢ Analysis & Problem Solving

➢ Writing Effectiveness

➢ Writing Mechanics

Performance Task

➢ Scientific & Quantitative Reasoning

➢ Critical Reading & Evaluation

➢ Critique an Argument

Selected Response

Collegiate Learning Assessment: Pilot Test Results

Summary CLA+ Results for RU Freshmen in Fall 2014 & 2015				
	FALL	**AVG. NEW FRESHMEN SAT SCORE**	**MEAN SCORE**	**MEAN SCORE PERCENTILE RANK**
TOTAL CLA+ SCORE **Highest score=1800**	2014	985	967	22
	2015	977	987	29

In fall 2014, 154 freshmen were tested; and 156 were tested in fall 2015.

Annual Academic Program Assessment

SACSCOC Core Requirement (CR) 2.5 states that:

"The institution engages in **ongoing, integrated, and institution-wide research-based planning and evaluation** processes ...."

(**Institutional Effectiveness**)

Annual Academic Program Assessment

Department _____ **Degree** _____

I. Mission Statement

II. Program Outcomes

III. Student Learning Outcomes

IV. Curriculum Map

V. Measures

VI. Targets

VII. Findings/Results

VIII. Action Plan

IX. Closing the Loop (**Use of Results**)

Five-Year Academic Program Review

I. Program Information

II. Responses to Previous Program Review Recommendations

III. Program Productivity and Viability Analysis

IV. Student Learning and Engagement

V. Faculty Scholarly and Service Activities

VI. Facilities and Resources

VII. Disciplinary Trends Affecting the Program

VIII. Recommendations

5-Year Academic Program Review Timeline

College	2015-16	2016-17	2017-18	2018-19	2019-20
	Radford University Academic Programs Review Schedule 2015-2020				
CHBS		Philosophy/ Religion/ Psychology (UG & GR)	Ed. Specialist in School Psy; Psy.D Communication (UG & GR); Foreign Languages & Lit.; Media Studies	History Political Science Social Science Sociology	Criminal Justice (UG & GR) Interdisciplinary Studies-Liberal Arts; English (UG & GR) Bio-Ethics ; Teaching Language Arts- Certificate
COBE				BS-Econs; BBA -Acctg, Finance, Econ, Mgnt, Mktg; MBA	
CEHD		Recreation, Parks & Tourism Counselor Ed (GR); Athletic Trng	Autism-Certificate	Nutrition & Dietetics Exercise, Sport & Health Ed	Interdisciplinary Studies Educational Leadership (GR) Literacy Education (GR) Special Ed (GR); Education (GR)
CSAT		Biology Anthropological Sciences	Computer Science/ Information Science & Systems; Math & Statistics; Physics; Geospatial Science	Sustainability-Certificate Chemistry	Geology
CVPA				Music (UG & GR) Theatre	Art (UG & GR); Dance Design
WCHHS	Social Work (UG & GR); DPT; BSN	COSD (UG & GR) /DNP		MOT	
Total	**4**	**11**	**12**	**19**	**17**

Academic Affairs

RADFORD UNIVERSITY

Program-Specific Accreditations

The current RU strategic plan partly suggests in Goal 2.1 to:

"ensure that undergraduate academic programs are rigorous and distinctive by increasing the number of programs achieving national accreditation or certification by requiring that every program eligible for accreditation or certification attain it."

Program-Specific Accreditations

Degree Level	# of Programs	# Accredited	% Accredited
Bachelor's Degrees	67	18	27%
Master's Degrees	22	13	59%
Doctoral Degrees	3	3	100%
Post-Master's Certificate	1	1	100%
Post-Baccalaureate Certificates	12	0	0%
Undergraduate Certificates	2	0	0%

*Not all programs have specialized accreditations or are required to do so.

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Quality Enhancement Plan (QEP)

- Quality Enhancement Plan is developed in partial fulfillment of a decennial reaffirmation of accreditation by SACSCOC

- Developed in 2012, RU's QEP is called the *Scholar Citizen Initiative (SCI)*

- SCI-QEP Impact Report is due to SACSCOC in March 2018

SCI Student Learning Outcomes Results

SCI Student Learning Outcomes	Ratings	2013-2014	2014-2015
SLO 1: Critically analyze different viewpoints or theories about a contemporary issue using reliable sources.	Above Avg.	30%	51%
	Exceptional	1%	9%
SLO 2: Make connections between one's academic experiences/knowledge and one's own participation in civic life.	Above Avg.	8%	53%
	Exceptional	2%	7%
SLO 3: Apply ethical reasoning to contemporary local, national, or global issues.	Above Avg.	33%	61%
	Exceptional	3%	5%
SLO 4: Propose or evaluate solutions to problems in the context of contemporary local, national, or global issues.	Above Avg.	24%	46%
	Exceptional	0%	14%
SLO 5: Engage in a self-reflective process as a means of understanding civic experiences.	Above Avg.	na	54%
	Exceptional	na	7%

USE OF ASSESSMENT RESULTS FOR IMPROVEMENTS

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Improvements in Student Learning as a Result of Assessment

Communication Sciences and Disorders

SLO 1: Identify basic human communication and processes

Changes:

- In-class practice with audiometers
- Provided more case studies

Improvement : 71% to 94%

New Student Programs/Retention

UNIV 150 for new students on academic probation

- 77% of students who passed UNIV 150 were retained vs. 56% for nonparticipating students

Programmatic Changes/Curricular Improvements Prompted By Assessment

Geology

SLO 3*: Explain the methods of geologic dating*

Changes:

- Extra lab time for fossil identification
- Modified teaching techniques

Result: 50% vs. 100%

SLO 5*: Describe and explain the characteristics and behavior of the earth's crust*

Change: Restructured field trip activities to be more focused and investigative

Result: 59% vs.89%

Opportunities for Faculty and Staff Development to Increase Student Learning

Center for Innovative Teaching and Learning

- – Training in multi-dimensional assessment rubric
- – Training in course redesign
- – *"Quality Matters" stamp*

- – "Our Turn" offered thrice every academic year

How Assessment Has Spurred New Resources for Faculty/Staff and Students

Marketing

– Purchased hardware and software to support a Behavioral Lab

Geology

– Purchased a new set of high quality microscopes and additional samples

Longitudinal Assessment of Student Experiences: College Senior Survey

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GOAL #4: In a Nutshell

The Academic Affairs and Business Affairs Committees would like to receive **high level assessment information** including

A. how student learning assessment occurs at Radford University   [Slides #4-20]

B. what faculty and administration do with the resulting information   [Slides #21-25]

C. how the assessments are used to improve teaching and learning   [Slides #21-25]

D. based on longitudinal assessment data, do we know if the educational experience at Radford is being strengthened? [Slides #26-27]

Summary

- Experiencing a cultural shift by moving assessment from compliance to embodiment

- RU diligently uses assessment of student learning for improving teaching and making continuous improvements in its curricula and services

- By choice, various approaches are employed to assess student learning, including direct and indirect, as well as internal and external sources

- Assessment results have been used to effect some positive changes and improvements in student learning, curricula, and faculty development

REPORT FROM DR. CARTER TURNER
ADDED 9/14/16

Faculty Representative's Report
Dr. Carter Turner
Radford University Board of Visitors Academic Affairs Committee
September 15, 2016

The Radford University faculty are excited about Dr. Hemphill's arrival on campus and are eager to support his vision and plan for moving Radford University forward. The faculty appreciate Dr. Hemphill's demonstrated commitment to transparency and shared governance, and his eagerness to address the needs of faculty, staff, and students. The faculty are committed to working closely with the administration to address the retention issues Radford University currently faces.

The two primary goals of the Radford University Faculty Senate for 2016-2017 are as follows:

1) Internal Governance: Identify and fix discrepancies within the internal governance documents including the decision matrix. Inconsistencies within our internal governance structures have been a problem for many years. While progress was made last year, there is still a lot of work to be done.

2) Compensation: Continue to move toward the 60% of our peer institutions. In addition, there are a number of compensation issues that need to be addressed including work load, faculty overload and intersessional compensation, chair/program director stipends, and the process of disseminating raises. Our strategy for the year is to work closely with the administration to better understand these issues and to gain a precise understanding of the budgetary impact of possible solutions.

Below are the Faculty Senate committee charges for 2016-2017:

<u>**Campus Environment**</u>

1. Review approaches to spousal/partner hires at other universities and propose ways to improve hiring process at RU.
2. Review domestic partner benefits and polices and propose changes if needed.
3. Review faculty parental leave policy and propose improvements to the policy if needed.
4. Continue work on faculty retirement transition program.
5. Propose improvements to existing parking system to improve effectiveness and efficiency of the remaining lots and of the shuttle system.
6. Review COACHE survey to determine the most important issues, to determine which issues have been addressed, and to develop recommendations to address the remaining issues.
7. Determine whether COACHE and the Faculty Morale survey should both continue to be administered.
8. Determine university policies or procedures regarding emotional support animals.

9. Investigate the feasibility of using electric carts to transport people with mobility impairments, either permanent or temporary, that prevent them from reaching classrooms or work spaces.

Curriculum

1. Develop policy for determining when changes to courses in Core Curriculum require Faculty Senate approval.
2. Liaise with Governance Committee and with Assistant Provost for Academic Operations on proposed changes to the IG document that would impact curricular pathways.
3. Liaise with Director of Core Curriculum, CCAC, and Registrar's office to develop general education transfer policy for students with applied associate's degrees. (Policy has implications for enrollment; possibly also liaise with office of Vice President for Enrollment Management.)
4. Liaise with Director of Core Curriculum, CCAC, and Registrar's office to develop general education transfer policy for students who have completed all coursework for the associate's degree but who do not have the formal degree. (Policy has implications for enrollment; possibly also liaise with office of Vice President for Enrollment Management.)
5. Liaise with Director of Core Curriculum, CCAC, and Registrar's office to develop policy in response to SCHEV's call for participation in the Interstate Passport initiative. (Policy has implications for enrollment; possibly also liaise with office for Vice President for Enrollment Management.)
6. Review proposals for new programs (one proposal pending).
7. Liaise with Governance Committee on development of policy/procedure for termination of academic programs in the absence of fiscal exigency.
8. Liaise with Faculty Issues Committee to consider development of policy establishing balance between online and on-campus courses.

Faculty Issues

1. Review proposed intellectual property policy in light of latest legislation and rulings.
2. Clarify whether and how non-tenure track faculty may be eligible for awards under the aegis of the Faculty Awards Committee.
3. Determine the feasibility of establishing awards for adjuncts.
4. Liaise with governance to clarify time frame for grievance procedure.
5. Address lack of coordination between calendar for spending research grants and the timeframes during which research can be engaged in or completed by faculty.
6. Consider possible faculty response to call from SCHEV for "environmental scan of open educational initiatives" (contact person: Charley Cosmato, CITL).
7. Consider faculty role in decisions about "learning tools interoperability" (contact person, Charley Cosmato, CITL).
8. Review progress on issue of student evaluations, including status of motions.
9. Review the results of the Advising Survey distributed during Spring 2016 and determine faculty response, if any.

10. Liaise with Curriculum Committee to consider development of a policy establishing balance between online and on-campus courses.

Governance

1. Identify and address discrepancies between current IG practices and the language of the IG document. Liaise with Assistant Provost for Academic Operations.
2. Review membership, purpose, and functionality of IG Committees.
   - Contact previous committee chairs.
   - Revisit criteria used to evaluate IG committees in 2015-2016.
3. Review organizational framework for IG overall, including classification of committees based on their purpose. Liaise with Assistant Provost for Academic Operations.
4. Clarify status of matrix and/or formally integrate it into the IG Document.
5. Follow up on process to track motions and recommendations made by IG committees and Faculty Senate.
6. Revisit the issue of Senior Instructor.
   - Introduce motion that proposes rank but without language regarding contract renewal.
   - Introduce separate motion to increase pay for Senior Instructors.
7. Revisit Quadrennial Review process for Chairs and Directors.
8. Review language in T&R handbook regarding composition and size of Personnel Committees in light of the possibility that committees in large departments may be unwieldy. (Issue raised by faculty of School of Teacher Education and Leadership.)
9. Review process by which letters are written and distributed for the Annual Dean's evaluation. Charge encompasses
   - role of Governance Committee in the evaluation process,
   - purpose of summary letter, and
   - method of distributing letters to deans, perhaps by sending letters and results of Deans' evaluations directly to Provost for distribution from that office.
10. Review process for evaluating dean of the Graduate College with the view toward making certain that evaluative criteria appropriately reflect duties assigned to the dean.
11. Review process for choosing associate deans in light of the possibility that the process may be unwieldy.
12. Determine method for providing senate representation for Core instructors on the 200-level who are not housed in one of the six undergraduate colleges.

Resource Allocation

1. Continue to press for administrative follow through on

   - hiring of administrative assistants for academic departments
   - creation of assessment plans and programs for all administrative units
   - adoption of long-term faculty compensation plan
   - adoption of workload policy
   - promotional pay raises

- increases in travel reimbursement
2. Examine the adequacy of support for professional development and research.
3. Develop recommendations for payment pathways that allow for use of social media and search engines for recruitment. (Recommendations have implications for enrollment; possibly also liaise with Vice President for Enrollment Management.)
4. Examine the distribution of staff and resources to departments and colleges of different sizes to determine whether the distribution is equitable and cost-effective.

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   - Revisit criteria used to evaluate IG committees in 2015-2016.
3. Review organizational framework for IG overall, including classification of committees based on their purpose. Liaise with Assistant Provost for Academic Operations.
4. Clarify status of matrix and/or formally integrate it into the IG Document.
5. Follow up on process to track motions and recommendations made by IG committees and Faculty Senate.
6. Revisit the issue of Senior Instructor.
   - Introduce motion that proposes rank but without language regarding contract renewal.
   - Introduce separate motion to increase pay for Senior Instructors.
7. Revisit Quadrennial Review process for Chairs and Directors.
8. Review language in T&R handbook regarding composition and size of Personnel Committees in light of the possibility that committees in large departments may be unwieldy. (Issue raised by faculty of School of Teacher Education and Leadership.)
9. Review process by which letters are written and distributed for the Annual Dean's evaluation. Charge encompasses
   - role of Governance Committee in the evaluation process,
   - purpose of summary letter, and
   - method of distributing letters to deans, perhaps by sending letters and results of Deans' evaluations directly to Provost for distribution from that office.
10. Review process for evaluating dean of the Graduate College with the view toward making certain that evaluative criteria appropriately reflect duties assigned to the dean.
11. Review process for choosing associate deans in light of the possibility that the process may be unwieldy.
12. Determine method for providing senate representation for Core instructors on the 200-level who are not housed in one of the six undergraduate colleges.

Resource Allocation

1. Continue to press for administrative follow through on

   - hiring of administrative assistants for academic departments
   - creation of assessment plans and programs for all administrative units
   - adoption of long-term faculty compensation plan
   - adoption of workload policy
   - promotional pay raises

- increases in travel reimbursement
2. Examine the adequacy of support for professional development and research.
3. Develop recommendations for payment pathways that allow for use of social media and search engines for recruitment. (Recommendations have implications for enrollment; possibly also liaise with Vice President for Enrollment Management.)
4. Examine the distribution of staff and resources to departments and colleges of different sizes to determine whether the distribution is equitable and cost-effective.