Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "<u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
English, B.A.

Submission Year
2020-2021

Assessment Coordinator Name
Misty Jameson

Enter Assessment Coordinator Email
mjameson@lander.edu

Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Students will be able to demonstrate an ability to analyze and interpret texts.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome

Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability in textual analysis and interpretation should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Portfolio Score Average: 3

Performance Target for "Partially Met"
Portfolio Score Average: 2.9-2.5

Performance Target for "Not Met"
Portfolio Score Average: < 2.5

Assessment Measure Used	**Frequency of Assessment**
Writing Portfolio	Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
3.55 (15/15)	3

Comments/Narrative
We are pleased to see that this year's cohort was particularly strong in analyzing and interpreting texts; we feel these numbers reflect longstanding strengths in our curriculum. However, we also believe that these numbers may reflect the graduation of an unusually talented cohort and, thus, may not be maintainable every year.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Average ETS Reading Skills Subscore (# students meeting standard/total number of students)

measuring student ability in textual analysis and interpretation should be greater than or equal to 115 with a majority of students meeting the standard.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
ETS Reading Skills Subscore: 115

Performance Target for "Partially Met"
ETS Reading Skills Subscore: 114-111

Performance Target for "Not Met"
ETS Reading Skills Subscore: less than 111

Assessment Measure Used	**Frequency of Assessment**
ETS Proficiency Profile	Administered yearly to all graduating seniors by Lander University

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
121.5 (12/14)	3

Comments/Narrative
As this is our second year to use this assessment instrument, it is encouraging that our students' scores remained strong. As was the case last year, some of these students did exceptionally well (reaching perfect or near-perfect scores) on this portion of the ETS Proficiency Profile. We will have to continue to monitor overall performance on the ETS test, but we are pleased that these scores (from an outside indicator) closely match our Portfolio scores. As with our first assessment instrument (the Portfolio), this may reflect the graduation of an unusually talented cohort and, thus, may not be maintainable every year.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
The academic year 2019-2020 was a difficult one overall, but we were pleased that our students did well in this goal despite the challenges and obstacles that many of them faced.

Changes Made/Proposed Related to Goal
In order to address our lower Portfolio scores for this goal in the previous academic year (2018-19), we recently made some modifications to our ENGL 200: Foundations of English Studies course that we hope will help student performance in this skillset. It may take a few years of collecting data before we can see if these efforts are working.

Upload Rubrics/Other Files
English Major Portfolio Rubric 2013.docx

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Students will be able to demonstrate an ability to understand texts within context, such as history, politics, genre, and/or culture.

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High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to understand texts within various contexts should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Portfolio Score Average: 3

Performance Target for "Partially Met"
Portfolio Score Average: 2.9-2.5

Performance Target for "Not Met"
Portfolio Score Average: < 2.5

Assessment Measure Used	Frequency of Assessment
Writing Portfolio	Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
3.42 (12/15)	3

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Average Thesis Defense Score (# students meeting standard/total number of students) measuring student ability to understand texts within various contexts should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Thesis Defense Score Average: 3

Performance Target for "Partially Met"
Thesis Defense Score Average: 2.9-2.5

Performance Target for "Not Met"
Thesis Defense Score Average: < 2.5

Assessment Measure Used	**Frequency of Assessment**
Thesis Defense	Administered to graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
N/A	

Comments/Narrative

Last year was our first year to implement the Thesis Defense as an assessment instrument. While we were generally pleased with the students' results, we found that, with the necessary quarantine measures for the Covid-19 pandemic, asking this year's cohort of students to complete this assignment was simply untenable.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
While we are mostly pleased with the results for this goal, it is a cautious optimism, as we feel that more years of data collected from the Thesis Defense will be useful in helping us to monitor student performance. It is regrettable that we were unable to administer this instrument.

Changes Made/Proposed Related to Goal
As we were unprepared for quarantine measures last year, we will need to be more proactive, and creative, this academic year in finding ways to re-implement our second assessment instrument (the Thesis Defense). We may also need to find ways to emphasize this particular goal in our ENGL 499 course.

Upload Rubrics/Other Files
English Major Portfolio Rubric 2013.docx

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Students will be able to demonstrate familiarity with textual criticism and the ability to integrate sources.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student familiarity with textual criticism and ability to integrate sources should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Portfolio Score Average: 3

Performance Target for "Partially Met"
Portfolio Score Average: 2.9-2.5

Performance Target for "Not Met"
Portfolio Score Average: < 2.5

Assessment Measure Used	**Frequency of Assessment**
Writing Portfolio	Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
3.5 (13/15)	3

Comments/Narrative
We are pleased to note that, while the number of our majors has been increasing each year, our students are consistently meeting this goal in their writing.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Average Thesis Defense Score (# students meeting standard/total number of students) measuring student familiarity with textual criticism and ability to integrate sources should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Thesis Defense Score Average: 3

Performance Target for "Partially Met"
Thesis Defense Score Average: 2.9-2.5

Performance Target for "Not Met"
Thesis Defense Score Average: < 2.5

Assessment Measure Used	**Frequency of Assessment**
Thesis Defense	Administered to graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
N/A	

Comments/Narrative
As stated with Goal 2, last year was our first year to implement the Thesis Defense as an assessment instrument. This year, we found that, with the necessary quarantine measures for the Covid-19 pandemic, asking our students to complete this assignment was simply untenable.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
After a weak performance on this goal by the graduating senior cohort that preceded these students' entrance into the major, the faculty committed to strengthen the emphasis on source integration in major classes. We believe the strong and consistent performance of students over the last three years reflect those efforts.

Changes Made/Proposed Related to Goal
As stated with Goal 2, we were unprepared for quarantine measures last year; we will need to be more proactive, and creative, this academic year in finding ways to re-implement our second assessment instrument (the Thesis Defense). Otherwise, we will need to keep finding ways to emphasize research and source usage in our upper-level and required major courses.

Upload Rubrics/Other Files
English Major Portfolio Rubric 2013.docx

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Students will be able to demonstrate the conventions of American grammar and organization through student-produced texts.

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High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to write following the conventions of American grammar and organization should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Portfolio Score Average: 3

Performance Target for "Partially Met"
Portfolio Score Average: 2.9-2.5

Performance Target for "Not Met"
Portfolio Score Average: < 2.5

Assessment Measure Used	**Frequency of Assessment**
Writing Portfolio	Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**

3.5 (13/15)   3

Comments/Narrative
With this year's strong cohort achieving the highest average rating in recent years, we believe we are seeing both the statistical impact of a cluster of very talented students as well as the effect of increased emphasis on professional writing in our course offerings during their time at the university.

Resources Needed to Meet/Sustain Results
In order to prepare students fully for the task of proofreading and editing their senior theses—or simply to prepare them for their future careers—our students need to be able to take upper-level courses in grammar, editing, or writing. To offer these courses, we need to hire another tenure-track professional writing faculty member.

Explanation of How Resources Will Be Used
A tenure-track faculty member who can teach upper-level writing and editing courses—and potentially direct both on- and off-campus internships—is essential to the survival of our Professional Writing Emphasis and our Writing Minor. It is also crucial for student success.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Average ETS Proficiency Profile Writing Subscore (# students meeting standard/total number of students) measuring student writing competencies should be greater than or equal to 115 with a majority of students meeting the standard.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
ETS Reading Skills Subscore: 115

Performance Target for "Partially Met"
ETS Reading Skills Subscore: 114-111

Performance Target for "Not Met"
ETS Reading Skills Subscore: less than 111

Assessment Measure Used   **Frequency of Assessment**
                                               Administered yearly to all graduating seniors by

ETS Proficiency Profile   Lander University

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**
118 (11/14)   3

Comments/Narrative
Student performance measured by this instrument has remained consistent. We have chosen to move away from emphasizing standardized test-taking skills in our upper-level classes, but we believe the consistent strength reflects consistent rigor and accessibility in the department's approach to the teaching of writing.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Faculty have made a concerted effort to emphasize grammar and editing in all English courses required of our majors and will continue to do so. However, being able to offer more of our specific upper-level courses in grammar, proofreading/editing, and professional writing in conjunction with these classes would both strengthen our students' skills and better prepare them for their careers or for graduate school. To this end, we need to be able to rehire a tenure-track faculty member specializing in these areas.

Changes Made/Proposed Related to Goal
In order to ensure student success in this area, faculty must continue to emphasize grammar and mechanics in their courses; therefore, we will need to find ways to support these attempts. One such way is through the Writing Center and its outreach programs, such as workshops, to help supplement in-class writing instruction. As long as we are without our tenure-track writing faculty member, this will be an issue that we have to address.

Upload Rubrics/Other Files
English Major Portfolio Rubric 2013.docx

Goal 5

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To comply with program productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate programs is greater than or equal to 12.5.

Performance Target for "Partially Met"
N/A

Performance Target for "Not Met"
Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate programs is less than 12.5.

Assessment Measure Used	Frequency of Assessment
South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
69	3

Comments/Narrative
This academic year, our English faculty continued our efforts to support and retain our existing majors, to attract new majors, and to recruit students for the fall (details included in the summary section).

Resources Needed to Meet/Sustain Results
We continue to request at least one tenure-track professional writing faculty member to replace the one we lost and to help support our continuing growth and the development of new writing programs.

Explanation of How Resources Will Be Used
We cannot seriously move forward with our new writing programs (or continue the programs we have) if we are not allowed to hire the proper staff to do so.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Completions (Degrees awarded)

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is greater than or equal to 8.

Performance Target for "Partially Met"
N/A

Performance Target for "Not Met"
Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is less than 8.

Assessment Measure Used	Frequency of Assessment
South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
12	3

Comments/Narrative
While our graduation numbers are holding steady, we hope to attract new majors and minors with our new recruitment events or with our newly-designed writing programs once we are able to complete them.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
This year we continued successful events and activities for retaining and supporting our majors and attracting new ones:
-Cliff Notes for English Majors: This beginning of the year event serves several purposes: introduce freshmen students to the major advisor, to other majors, and to the English faculty.
-The EFL Newsletter: Published each spring, this publication helps create a sense of community with our students and establish rapport with faculty.
-The English Club: The Club usually holds poetry readings/slams, book sales, and is involved in building a community between students. This year, because of the circumstances of the COVID response, many of these necessarily had to be cancelled, including their active participation in the department GALA.
-Spring Film Series: Unfortunately, this annual film series was cancelled after the first film screening because of the pandemic. We will need to reconsider how to run this event if social distancing guidelines are still in place in the spring 2021 semester.
-New Voices: As always, New Voices was published online at the end of the spring 2020 semester, but because of the pandemic, we were unable to get our normal print copies made until the beginning of the fall 2020 semester. Regardless, this journal continues to be a recruitment tool for prospective majors, a way to create a sense of community among the student editors and contributors, and a way to bring attention to the English department within the larger university community.

In addition to these annual activities, we also laid the groundwork for a rigorous recruiting program that will help us attract students in the coming years.
--Fundraising dinner: With our dean and the other department chairs (and representative students from each department in our college), we hosted a fundraising dinner and auction. We raised $1,000 for a new scholarship to recruit new students to our programs.
--EFL Travel Scholarship: We raised $500 for a scholarship to be awarded to a first-time traveler (one of our majors) to be applied to one of our short study abroad tours.
-EFL department logo: Used in all our correspondence, including emails, social media, vinyl stickers.
-Database of names and contact information for state-wide schools, English teachers, guidance counselors, and prospective students to contact about our programs and events. Most of this information will be relevant for several years as we advertise our Open House Events and other recruitment events.
-Social Media: This year, we have been very active on social media (including especially Instagram and Facebook), posting student and faculty profiles, short videos, and other advertising of our programs and events.
-EFL Roaring Twenties Gala: Unfortunately, our Gala was necessarily cancelled due to the circumstances of the pandemic. This outreach event was for faculty and existing majors to attract new students to our programs, recognize our alumni, and create a venue where we could help develop rapport and community. A great effort was made to attract new students to the event—creating database with contact information, designing flyers and multiple social media posts and email messages to advertise the event.

Changes Made/Proposed Related to Goal
We are working on proposing a new Writing Major (with emphases in professional and creative writing) in the near future to appeal to a broader number of students. The writing program would also be attractive as a second major.
Otherwise, we plan to hold these same recruitment and retention events (or similar ones) in the upcoming year (2020-2021). Despite the necessary interruptions and cancellations in response to the circumstances of the pandemic, we laid much groundwork for our plans for next year. In addition to the events planned this last year, we may host an event on Homecoming Weekend for our alumni.

Upload Rubrics/Other Files