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
2021-2022

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 2020-2021

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 Writing Portfolio	**Frequency of Assessment** Submitted by graduating English majors in ENGL 499 each spring semester
Data Collected for this Timeframe (Results) 3.17 (9/13)	**Score (Met=3, Partially Met=2, Not Met=1)** 3

Comments/Narrative
Although our students' scores on this instrument fluctuate from year to year, they have remained consistently successful at analyzing a wide variety of texts. Since lower scores were often tied to students' thesis topic choice for this cohort, we plan, beginning in the 2021-22 academic year, to provide some additional guidance on selecting topics that will highlight textual analysis for students taking the ENGL 499 course.

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 2020-2021

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)**
122 (12/13)	3

Comments/Narrative
Our students remain successful on this instrument in our third year of collecting this data. We were delighted that two students scored a perfect 130 this year, and six scored 125 or above. The fact that performance on this measure improved while the performance on the first measure lagged slightly this year helped to identify topic choice rather than student ability as a factor in the portfolio scores.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
We are pleased that our students continue to demonstrate strong reading and textual analysis. With less in-person class time and more online instruction for many students during the 2020-21 school year due to COVID-19 classroom caps, our students' ability to process textual information has been key to their overall success at Lander.

Changes Made/Proposed Related to Goal
ENGL 499 students will receive additional guidance on selecting thesis topics that will allow them to demonstrate textual analysis skills.

Upload Rubrics/Other Files

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.

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 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 2020-2021

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)**
3.23 (11/13)	3

Comments/Narrative

We were pleased to find 84% of our students demonstrating competency in this measure, a slightly higher percentage than recent cohorts (despite a small drop in average score from last year, which we expected due to an anomalous cluster of exceptional students who graduated in May 2020).

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 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 2020-2021

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)**
3.21 (10/13)	

Comments/Narrative
We reinstituted the thesis defense measure this year after the pandemic created an unexpected shift to online learning in Spring 2020 and rendered implementation of this instrument impractical. Though we

don't yet have enough data to assess the trends, students were generally successful at responding to the additional texts and questions we used to assess their grasp of the goals and content of the thesis.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
In reviewing both instruments, we are pleased—and not particularly surprised—to see that student performance is more or less stable for this goal. Our previous efforts to emphasize context within our upper-level "ism" courses (Victorianism, Postmodernism, and the like) seem to be helping students in their writing.

Changes Made/Proposed Related to Goal
Moving forward, we hope to be better prepared for changes to learning, such as the shift online in spring 2020, so that we can continue to implement the Thesis Defense and get a more complete sense of student performance for this goal. We may need to reconsider how this activity is administered to students in the future, but, for now, we will continue to make it an end-of-the-semester activity in the ENGL 499 capstone course.

Upload Rubrics/Other Files

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 2020-2021

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)**
3.21 (9/13)	3

Comments/Narrative
We were disheartened to see this year's percentage of students meeting this goal on their portfolios drop (9/13 or 69%). The use of criticism is typically something students develop during the expansion phase of the thesis project, and, unfortunately, we had a cluster of students in this cohort who seemed either more resistant to this necessary research or more challenged by this process than is typical for our majors. Part of this, we feel, is the result of students' general disengagement in the wake of the COVID-19 pandemic.

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 2020-2021

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)**
3.14 (9/13)	

Comments/Narrative
As stated with Goal Two, we reinstituted the thesis defense instrument this year after the pandemic created an unexpected shift to online learning in Spring 2020; student performance for this goal remained consistent on the second year of data collection for the thesis defense.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
After reviewing the data for both of our instruments, we realize that we will need to make a few instructional changes to help our students develop competency in this necessary goal.

Changes Made/Proposed Related to Goal
In the 2021-22 academic year, we plan to revise our ENGL 200: Foundations of English Studies course in order to focus more on literary theory and source usage as well as to emphasize the relationship between rhetorical analysis and textual criticism. However, we also plan to do more in our ENGL 499 course to help our seniors both to understand our expectations for their research and to clarify how their research informs their thesis topics.

Upload Rubrics/Other Files

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.

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 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 2020-2021

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)**

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 2020-2021

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)**
117.5 (9/13)	3

Comments/Narrative

Although students' scores consistently hover just above our threshold for meeting this goal, we would like to see continued progress in students' mastery of grammar and editing skills.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Historically, this goal is one that has been a bit problematic for our students; while we have continued to emphasize each of our four goals in our upper-level courses, we may need a more concerted effort for this goal in particular. Regardless, we are pleased that, after years of requesting, we were finally allowed to hire a tenure-track professional writing faculty member; we hope that this new hire (and potentially more course offerings) will help our students to improve their skills in grammar, editing, and organization.

Changes Made/Proposed Related to Goal
In order to emphasize goal four in our classes, this committee plans (at the start of the 2021-22 academic year) to meet to discuss what level of editing we expect in our upper-level courses, what editing and grammar terminology we want students to be familiar with, and what errors and stylistic issues we feel are most necessary for students to learn. This conversation may extend to the English department faculty at large so that we can have more diverse input.

Upload Rubrics/Other Files

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

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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?
Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
Academic Year 2020-2021

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)
68	3

Comments/Narrative
By necessity of the pandemic, we had to limit our efforts to recruit new majors to our program, especially in-person events where we could invite potential majors.
In addition to our normal departmental participation in university Open House events, we did host a few outdoor gatherings to help retain our existing majors, including Cliff Notes, our beginning of the year event where we introduce new students to majors and faculty and encourage students to get involved in our department's many opportunities. At the end of the year, we hosted another outdoor event to recognize both students winning academic awards and graduating seniors. We also more frequently used social media to recognize our students and their achievements. Besides these efforts, our faculty worked especially hard this year to keep in touch with students who were struggling with the many challenges the pandemic presented for them to succeed. We feel we did reasonably well—considering the circumstances—at retaining our existing students and encouraging them throughout the 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?
Operational Outcome

Enter Outcome
Completions (Degrees awarded)

Timeframe for this Outcome
Academic Year 2020-2021

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)
14	3

Comments/Narrative
We are pleased to see that our number of graduates has slowly risen and then held steady over the last five years (from a low of 10 in 2016-17 to 14 this year).

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
The number of those who completed their degree this year is a direct result of the English faculty's efforts to reach out and assist students who were struggling throughout the pandemic. There were many cases where a student, because of their circumstances, needed extra support and communication to stay engaged in courses and, ultimately, to complete their degree. The faculty were very flexible and supportive in offering options, extending deadlines, and providing additional support to complete major research projects and assignments to allow students to successfully meet our program requirements for graduation.

Changes Made/Proposed Related to Goal
We hope to go back to more in-person recruitment and retention efforts this year; we are already planning release parties for both the 2021 and 2022 editions of New Voices: Lander University's Student Journal as well as student-alumni events during Homecoming. In addition to these events, we also intend to host at least one writer/speaker this year, and we plan to put more emphasis on our Open House presentations. While we realize the need to uphold strong academic standards, we also know that many students will still be struggling in the wake of the COVID-19 pandemic; therefore, we will continue, as best we can, to be flexible and supportive of our students' efforts to complete graduation requirements.

Upload Rubrics/Other Files

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address
mrollins@lander.edu

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.