

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 "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

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Academic Program

English, B.A.

Submission Year

2022-2023

Assessment Coordinator Name

Misty Jameson

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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 2021-2022

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)

3.22 (14/18) (78%)

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

This year's data for this instrument again shows that, in their writing, our students have been successful in their attempts to analyze and interpret a variety of texts. Last academic year (2020-21), we said that we intended "to provide some additional guidance on selecting topics that will highlight textual analysis for students taking the ENGL 499 course." This year in the ENGL 499 capstone course, instead of having students write an abstract for their research proposal, they were given a series of specific questions to consider in order to help guide their selection process. This seemed to help students have a more solid plan for analysis moving into their thesis 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 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 2021-2022

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

ETS Proficiency Profile

Frequency of Assessment

Administered yearly to all graduating seniors by Lander University

Data Collected for this Timeframe (Results)

116 (9/18)

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

We were surprised to see, after years of more successful data, that our students did not do as well on this instrument this academic year. However, many of them expressed dismay after receiving their scores as well and cited standardized testing anxiety as a primary factor in their performance on this instrument. (Please see the comments to Goal Four, Instrument #2 for more.)

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

We are again pleased that our students continue to demonstrate strong reading and textual analysis and feel that the drop in scores for the second instrument does not necessarily reflect overall student performance for this goal. However, we may need to work a bit more on the thesis selection process for the ENGL 499 course and perhaps provide additional guidance beyond our changes for this year.

Changes Made/Proposed Related to Goal

The English Major Curriculum Committee made some changes to our programs this year; one important change is in requiring ENGL 114: Introduction to Literature for all of our English major tracks in order to provide a foundational course that emphasizes close reading/textual analysis and interpretation for all our majors. Because ENGL 114 is a general education course, our intent is to offer at least one special section of this course specifically for English majors. We will have to wait after a few years of collecting data to see if this change helps our students with this goal. Another change that we plan to implement for

next academic year is the addition of the Thesis Defense as a third instrument to help us get a fuller picture of student performance for this goal.

Upload Rubrics/Other Files

English Major Portfolio Rubric 2019.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.

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 2021-2022

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)

3.19 (13/18) (72%)

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

While scores for this instrument dropped slightly this year, we were still pleased with our students' performance in their portfolio writing for this goal. Many of our students chose topics that were more intellectually or personally challenging, which often meant that their theses required a bit more contextualization. Overall, we feel that they performed well despite these challenges.

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 2021-2022

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

Thesis Defense

Frequency of Assessment

Administered to graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

3.43 (15/18) (83%)

Score (Met=3, Partially Met=2, Not Met=1)**Comments/Narrative**

We were very impressed with student performance on this goal, which is the highest (with 83% meeting the goal) so far since we have started using this instrument. This cohort was a particularly thoughtful and intellectually curious group, so we will have to collect more data to see if our students can continue to perform at this level.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used**

Goal Summary

Goal Summary/Comments

While we were pleased with student performance for both of these instruments, we will need to do more in ENGL 499 to help students understand the need for contextualization in their writing.

Changes Made/Proposed Related to Goal

The English Major Curriculum Committee made several changes to our program this year, including updating our Professional Writing Emphasis and forming a Creative Writing Emphasis (this latter track will not go into effect until the 2023-24 academic year).

Some of the changes to our Professional Writing Emphasis include eliminating some basic-level introductory/contextualizing literature courses, such as ENGL 201: Survey of British Literature and ENGL 202: Survey of American Literature. However, because these students have different needs than more traditional English or English Secondary Education Majors, we intend to provide them with other means for understanding and utilizing a variety of contexts. One such course is ENGL 350: Professional Revising and Editing, which gives students more rhetorical/linguistic contextual awareness and responsiveness. Because of the changes we have made for our writing emphasis students, we also needed to reword this goal; moving forward, it will now read "To demonstrate an ability to understand and/or produce texts in response to contexts such as history, politics, genre and/or culture."

Upload Rubrics/Other Files

RUBRIC FOR EVALUATING THESIS
DEFENSE.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

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 2021-2022

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)

3.11 (14/18) (78%)

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

While this year's overall score (3.11) is a bit lower, we were pleased to see that 78% of our students (14/18) met this goal in their writing, particularly after last year's drop to 69% (9/13) meeting this goal. This year's cohort was perhaps more motivated to perform the necessary research for their thesis projects than last year's group, who were still dealing with the aftereffects and general disengagement 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 2021-2022

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

Thesis Defense

Frequency of Assessment

Administered to graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

3 (11/18) (61%)

Score (Met=3, Partially Met=2, Not Met=1)

Comments/Narrative

Student performance for this assessment instrument has remained more or less consistent since we have implemented the Thesis Defense. While we are not necessarily disappointed with student performance, we feel that they could do much to improve.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

As with last year's data, after reviewing this goal, we realize that we will need to continue to emphasize the use—particularly the integration—of sources in student writing. In order for this to be successful, we will need to focus on this instruction in all of our courses that require research. One thing that we noticed in reviewing this year's senior theses—and this has been an ongoing trend—is that the type of research students incorporate in their writing is often not as in-depth or scholarly as it should be.

Changes Made/Proposed Related to Goal

After reviewing students' theses and thesis defense documents, we realized that our assessment of this goal is a bit flawed. Source usage requires two separate activities, the first being the intellectual ability to select and then incorporate someone else's ideas or words into an argument and the second being the mechanical ability to place citations and punctuation for sources correctly. This second activity has more to do with proofreading and editing (Goal Four) than the stated Goal Three of "familiarity with textual criticism and the ability to integrate sources." Thus, we slightly changed our rubric for next year's assessment and will focus only on source selection and integration in assessing this goal. In order to help our students with this goal, we will also need to instruct students on how to choose more scholarly sources, particularly in our upper-level courses. Last year, we stated that "we will need to decide how best to deliver this content to students—through ENGL 200, through another course, or just through all upper-level English instruction." We have modified ENGL 200; it is now ENGL 200: Writing Skills for English Majors (instead of ENGL 200: Introduction to the English Major), and part of this course will deal with the stated goal of helping students integrate source material into their own writing. Otherwise, we are still working on how else to deliver this content best, and it will take a few years before we can see the effects of the changes to ENGL 200.

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 2021-2022

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)

3.08 (13/18) (72%)

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Despite the slight drop in overall score (3.08), this cohort's performance was more or less on par with last year's (77% meeting the goal for 2020-21 and 72% meeting it this year). Overall, considering the amount of work many of them had to do on their senior thesis (see Goal Two, Instrument #1 Comments), we were pleased with their performance in their writing. Because of our changes to Goal Three (see above), our assessment for this instrument will change next year. Thus, for next year, we will alter the wording of this goal slightly: "To generate written texts that reflect the conventions of academic grammar and organization." The change to "academic" will allow us to include source and citation editing (punctuation in particular) in our assessment of this goal instead of with Goal Three.

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 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 2021-2022

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

ETS Proficiency Profile

Frequency of Assessment

Administered yearly to all graduating seniors by Lander University

Data Collected for this Timeframe (Results)

113.2 (7/18) (39%)

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

This is the first year since the 2011-12 academic year that we have not met (or only partially met) our goal on this assessment instrument. Based on students' self-assessment and performance in the ENGL 499 class and their portfolio writing, we believe that this cohort was an atypically weak group of standardized test takers. However, we will need to monitor student performance on the second instrument (the ETS Proficiency Profile) next year and then consider either changing the amount of test preparation given to students in ENGL 499 or discontinuing this test as an assessment instrument. (See the "Changes Made/Proposed Related to Goal" below for more information.)

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

In last year's report, we stated that, at the start of the 2021-22 academic year, we intended to hold a department-wide meeting 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." We held this meeting in August 2021 and came up with a list of Major Editing Errors, including examples, for us to use in our teaching and to share with students so that they can understand the types of errors they need to avoid in their writing.

Changes Made/Proposed Related to Goal

One change is the aforementioned Major Editing Errors document for upper-level English courses; this committee will need to meet with faculty at the beginning of the fall 2022 semester to reemphasize its importance for student performance.

As mentioned with Goal Three, we have made substantive changes to our ENGL 200 course. Because it is now "Writing Skills for English Majors," this course should do much to help our students understand not only the conventions of grammar and organization but also the expectations their professors will have for them in other English courses. However, it will probably take a few years before we can start to see the effects of these changes to ENGL 200.

For next academic year, we intend (as with Goal One) to include the Thesis Defense as a third instrument to help us get a better idea of overall student performance for this goal.

Upload Rubrics/Other Files

Major Editing Errors Upper-Level ENGL.pdf

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 2021-2022

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

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

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

62

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

After the precautions we had to take with the pandemic last year, we were pleased to be able to hold many in-person recruitment and retention events this year and are encouraged to see our number of majors is not fluctuating too much from year to 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 2021-2022

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

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

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

14

Score (Met=3, Partially Met=2, Not Met=1)

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 for the last two years).

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used**

Goal Summary

Goal Summary/Comments

As part of our efforts to retain our current students and recruit new majors, we held "A Reading and Conversation with Janisse Ray," an award-winning essayist, memoirist, poet, and environmental activist, in the spring 2022 semester. We also conducted, in conjunction with the Department of Media and Communication, a "Senior Recognition and Award Ceremony" at the end of the academic year, honoring both students winning academic awards and graduating seniors. Near the beginning of the fall 2021 semester, we organized the New Voices 2021 Launch Party, and at the end of the spring semester, we held the New Voices 2022 Launch Party. Both of these events allowed us to showcase the efforts of the student writers and editors of Lander University's Student Journal. With the New Voices 2022 Launch Party, we were also able to honor our High School Special Recognition student, which provided us with a new means of student recruitment as well. It is something that we hope to continue in the future. In addition to our normal participation in university Open Houses, we held a special department-wide

open house event in conjunction with the university Open House in March 2022, inviting students from all across the state to visit our department, learn more information about our programs, and meet faculty members. While we had a limited number of students and their families attend, this event worked well for us, and we hope to do the same next year. Our Recruitment and Community Events Committee also updated and improved our Open House materials (fliers, posters, and handouts) so that we can have a stronger presence at Open Houses and other on- or off-campus events. This committee also organized our department's participation in the local Greenwood Christmas Parade as part of our attempts at community outreach; five faculty members and approximately twelve students walked or rode in the parade, passing out both candy and "Get Hooked on Reading" EFL bookmarks to children. And in the spring 2022 semester, Dr. Sean Barnette gave a talk titled "The Story of Southern English" to a standing-room-only crowd at the Arts Center of Greenwood and at a community center in Clemson. All of these efforts are part of our overall plan to recruit more students; this plan includes having a positive relationship with Greenwood and surrounding communities.

Changes Made/Proposed Related to Goal

This year, we implemented most of the changes that we set out as part of our goals in last year's report: we returned to more in-person recruitment and retention efforts, we held release parties for both the 2021 and 2022 editions of New Voices: Lander University's Student Journal, we hosted at least one writer/speaker this year, and we put more emphasis on our Open House presentations. However, we were not able to organize any student-alumni events during Homecoming or at any point during the rest of the year (one event that involved having students, alumni, and faculty attend the Greenwood Community Theatre's production of *The Great Gatsby* had to be cancelled due to unforeseen circumstances).

We had very positive reactions to all of our recruitment and retention efforts listed above in the Summary for this goal. So, for next year (2022-23), we would like, whenever possible, to continue with these types of events and changes that we started this academic year and include a few more community or campus events, as well as more alumni outreach, when feasible.

Another important change that we intend to implement to help particularly with retention and graduation rates is to advise our first-year students more closely. Currently, our incoming majors are advised by staff within the Academic Success Center; however, with all of the changes that we have made to our program requirements, we feel that it would be in our students' best interest if we were to begin advising them earlier, if not during orientation then preferably before they begin their second semester at Lander. We are going to try to implement this change during the upcoming academic year (2022-23).

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.