

# 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".

**Be sure to SAVE your progress as you work!**

**Academic Program**

Humanities, B.A.

**Submission Year**

2021-2022

**Assessment Coordinator Name**

Jeffrey Baggett

**Enter Assessment Coordinator Email**

jbaggett@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**

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**

Instrument: Portfolio Assessment

**Timeframe for this Outcome**

2021-2022

**Performance Target for "Met"**

Met 3

**Performance Target for "Partially Met"**

Partial 2.9-2.5

**Performance Target for "Not Met"**

Not Met < 2.5

**Assessment Measure Used**

Contents of Portfolio include: reflective letter, senior thesis, original thesis (on which senior thesis is based), exhibit essay.

**Frequency of Assessment**

Assessment portfolio is due senior year (in capstone course, Humanities 499) Each year (beginning spring 2022) during capstone course

**Data Collected for this Timeframe (Results)**

Data will be available when our first students take Humanities 499 (capstone course) when they near completion of the program: 2022-2023.

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

**Comments/Narrative**

This was the first year of the program, and no students as yet have completed the program and are ready for assessment, i.e., their capstone course, Humanities 499.

**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**

Reading Skills Subscore

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Met 115

**Performance Target for "Partially Met"**

Partial 114-111

**Performance Target for "Not Met"**

Not met < 2.5

**Assessment Measure Used**

Reading Skills Test Subscore

**Frequency of Assessment**

Each year (beginning spring 2022) during capstone course

**Data Collected for this Timeframe (Results)**

Data will be available when our first students take Humanities 499 (capstone course) when they near completion of the program: 2021-2022.

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

Not applicable

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

## Goal Summary

**Goal Summary/Comments**

Not applicable

**Changes Made/Proposed Related to Goal**

Not applicable

**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**

To demonstrate an ability to understand texts within a 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**

Portfolio Assessment

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Met 3

**Performance Target for "Partially Met"**

Partially Met 2.9-2.5

**Performance Target for "Not Met"**

Not Met <2.5

**Assessment Measure Used**

Contents of Portfolio include: reflective letter, senior thesis, original thesis (on which senior thesis is based), exhibit essay.

**Frequency of Assessment**

Each year (beginning spring 2022) during capstone course

**Data Collected for this Timeframe (Results)**

Data will be available when our first students take Humanities 499 (capstone course) when they near completion of the program: 2021-2022.

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

**Comments/Narrative**

This was the first year of the program. The students in the program should complete the program in 2022-2023.

**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**

Thesis defense.

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Met 3

**Performance Target for "Partially Met"**

Partially Met 2.9-2.5

**Performance Target for "Not Met"**

Not Met <2.5

**Assessment Measure Used**

Rubric used to measure thesis defense essay

**Frequency of Assessment**

Each year (beginning spring 2022) during capstone course

**Data Collected for this Timeframe (Results)**

Data will be available when our first students take Humanities 499 (capstone course) when they near completion of the program: 2021-2022.

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

**Comments/Narrative**

Not applicable

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

Not applicable

#### **Changes Made/Proposed Related to Goal**

Not applicable

#### **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**

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**

Portfolio Assessment

#### **Timeframe for this Outcome**

Academic Year 2021-2022

#### **Performance Target for "Met"**

Met 3

#### **Performance Target for "Partially Met"**

Partially Met 2.9-2.5

#### **Performance Target for "Not Met"**

Not Met <2.5

#### **Assessment Measure Used**

#### **Frequency of Assessment**

Each year (beginning spring 2022) during capstone

Rubric used to measure portfolio contents

course

**Data Collected for this Timeframe (Results)**

Data will be available when our first students take Humanities 499 (capstone course) when they near completion of the program: 2021-2022.

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

**Comments/Narrative**

Not applicable

**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**

Thesis Defense

**Timeframe for this Outcome**

Academic Year 2021-2022

**Performance Target for "Met"**

Met 3

**Performance Target for "Partially Met"**

Partially Met 2.9-2.5

**Performance Target for "Not Met"**

Not Met <2.5

**Assessment Measure Used**

Rubric used to assess thesis defense statement

**Frequency of Assessment**

Each year (beginning spring 2022) during capstone course

**Data Collected for this Timeframe (Results)**

Data will be available when our first students take

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

Humanities 499 (capstone course) when they near completion of the program: 2021-2022.

**Comments/Narrative**

Not applicable

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

Not applicable

**Changes Made/Proposed Related to Goal**

Not applicable

**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**

To demonstrate the conventions of American grammar, syntactic coherence, 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**



## Portfolio Assessment

### Timeframe for this Outcome

Academic Year 2021-2022

### Performance Target for "Met"

Met 3

### Performance Target for "Partially Met"

Partially Met 2.9-2.5

### Performance Target for "Not Met"

Not Met <2.5

### Assessment Measure Used

Rubric to measure portfolio

### Frequency of Assessment

Each year (beginning spring 2022) during capstone course

### Data Collected for this Timeframe (Results)

Data will be available when our first students take Humanities 499 (capstone course) when they near completion of the program: 2021-2022.

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

### Comments/Narrative

Not applicable

### 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

Reading Skills Test Subscore

### Timeframe for this Outcome

Academic Year 2022-2023

**Performance Target for "Met"**

Met 115

**Performance Target for "Partially Met"**

Partially Met 114-111

**Performance Target for "Not Met"**

Not Met <111

**Assessment Measure Used**

Reading Skills Test

**Frequency of Assessment**

Each year (beginning spring 2022) during capstone course

**Data Collected for this Timeframe (Results)**

Data will be available when our first students take Humanities 499 (capstone course) when they near completion of the program: 2021-2022.

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

**Comments/Narrative**

Not applicable

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

Not applicable

**Changes Made/Proposed Related to Goal**

Not applicable

**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**

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 2024-2025

**Performance Target for "Met"**

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

**Performance Target for "Partially Met"**

Not applicable

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of students enrolled in the major for a Baccalaureate program is less than 12.5.

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

Annually (after initial fifth year)

**Data Collected for this Timeframe (Results)**

Data for a 5-year rolling average will be available after the program's fifth year academic year, 2024-2025.

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

**Comments/Narrative**

This last year, during the pandemic, was the first year of this program. We currently have three new students in the program and anticipate recruiting several more by the end of the year. This year we are active assigning a curriculum and assessment committee, assigning primary and secondary advisors (since this is an interdisciplinary program), and developing recruitment materials and media to advertise our program.

**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**

Completion (Degrees Awarded)

**Timeframe for this Outcome**

Academic Year 2024-2025

**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"**

Not applicable

**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**

Enrollment and graduation data extracted from Banner

**Frequency of Assessment**

Annually (after 2024-2025, the fifth year of the program)

**Data Collected for this Timeframe (Results)**

Data for a 5-year rolling average will be available after the program's fifth year academic year, 2024-2025.

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

**Comments/Narrative**

This last year, during the pandemic, was the first year of this program. We currently have two students in the program who are anticipating graduating this next spring. This year we are active assigning a curriculum and assessment committee, assigning primary and secondary advisors (since this is an interdisciplinary program), and developing recruitment materials and media to advertise our program. Because of the flexibility of the program, providing several options for a discipline emphasis, we hope to attract students who have completed an Associate Arts degree or completed general education

requirements and seeking a flexible program to complete a degree with many options.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## **Goal Summary**

**Goal Summary/Comments**

Not applicable

**Changes Made/Proposed Related to Goal**

Not applicable

**Upload Rubrics/Other Files**

**Dean's Email Address**

mrollins@lander.edu

**Approved by Dean?**

Yes

**Signature of Dean**

Mark Rollins

**Comments from Dean's Review**

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.