

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

2022-2023

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 from our first two students in Humanities 499 (capstone course) when they were near completion of the program: 2022-2023.

- 2021-22: 3 (1/2 (50%) Met; 0/2 Partial; 1/2 Did Not Meet)

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

3

Comments/Narrative

This was the second year of the program, and two students as yet have completed the program and submitted materials for assessment, i.e., their capstone course, Humanities 499.

Comments:

These students were given a series of specific questions to consider in order to help guide their selection process for their research proposal. Our intention was to help students have a solid plan for analysis before they moved into their thesis writing. With data for only two students to work with however, it is difficult to get a full picture of how well we met our goals. This year's data for this instrument shows that, in their writing, one student was successful and one unsuccessful for meeting this goal to demonstrate an ability to analyze and interpret texts.

Resources Needed to Meet/Sustain Results

no additional resources are needed at this time

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 was made available when our first two students took Humanities 499 (capstone course) when they near completion of the program: 2021-2022.

- 2021-22: 115 (1/2 (50%) Met; 0/2 Partially Met; 1/2 Did Not Meet) [first year to use this data]

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

3

Comments/Narrative

Comments:

Using the limited data from only two students, it is difficult at this point in the program to derive a full picture of the success of our program's goal for students to analyze and interpret texts. One student met the performance target for this goal, and one student did not.

Resources Needed to Meet/Sustain Results

no additional resources needed

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Goal 1: Overall Goal

Summary:

A new program, last year (2021-22), we established program goals and instruments in which to assess our program. This year our first two students completed the capstone course (HUMA 499) and took the

ETS test and submitted their portfolio for assessment. Anticipating more students and more data in the coming year, we should have a fuller picture of how well we are doing.

Changes:

We will have to wait after a few years of collecting data to see what change would help our students with this goal to demonstrate strong reading and textual analysis.

Changes Made/Proposed Related to Goal

Not applicable

Upload Rubrics/Other Files

Humanities Thesis Rubric.docx

Humanities Defense Rubric.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

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 from our first two students' portfolios, submitted to Humanities 499 (capstone course) taken when they near completion of the program: 2021-2022.

- 2021-22: 3.25 (1/2 (50%) Met; 1/2 Partial; 0/2 Did Not Meet)

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

3

Comments/Narrative

This was the first year data was available for assessment for this goal.

Comments: With data from only two students' performance in their portfolio writing for this goal, it was not possible to yet to get a full picture of how our program is helping students to meet this goal. One student provided important context for his thesis, while the other student was only partially successful at meeting the goal.

Resources Needed to Meet/Sustain Results

no additional resources needed at this time

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. One student met the performance target for this measurement, and one did not:

- 2021-22: 2.62 (1/2 (50%) Met; 0/2 Partial; 1/2 Did Not Meet)

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

2

Comments/Narrative

Comments:

It is too early as yet to determine how well our program is doing until we can collect more data to see if our students can perform at the expected level.

Resources Needed to Meet/Sustain Results

No additional resources are needed at this time

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Overall Goal

Summary:

We look forward to the year ahead and hope we will be able to collect enough data to make a more informed assessment of how our program is working.

Changes Made/Proposed Related to Goal

Changes:

We will have to wait after a few years of collecting data to see what change would help our students with this goal to demonstrate strong reading and textual analysis.

In order to accommodate future students who may pursue a creative emphasis (art, music, creative writing, for example), we may consider rewording this goal to 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

Humanities Thesis Rubric.docx

Humanities Defense Rubric.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

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

Rubric used to measure portfolio contents

Frequency of Assessment

Spring each year (beginning spring 2022) during capstone course

Data Collected for this Timeframe (Results)

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

Data was collected from our first two students in 2
Humanities 499 (capstone course) taken near their
completion of the program: 2021-2022.

- 2021-22: 2.75 (0/2 (0%) Met; 2/2 Partial;
0/2 Did Not Meet)

Both students only partially reached the
performance target for this measurement.

Comments/Narrative

Comments:

It may be significant that both of these students did not meet this goal of demonstrating familiarity with textual criticism and ability to integrate sources. It is still too early, however, to know if adjustments should be made to address the program itself, or if this is only a reflection of these two particular students. We can better assess this area when we have sufficient data.

Resources Needed to Meet/Sustain Results

No additional resources needed at this time.

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

Spring 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.

- 2021-22: 1.75 (0/2 (0%) Met; 0/2 Partial; 2/2 Did Not Meet) (first year)

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

1

Comments/Narrative

Comments:

Both students' performance on the thesis defense for this assessment instrument was significantly low. This was disappointing but we will wait until we have sufficient data in the future to see what we might do to improve.

Resources Needed to Meet/Sustain Results

no additional resources needed at this time

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Overall Goal

Summary:

If, after we receive more data this next year, we find that student performance for this goal is not meeting this goal, we may need to emphasize the use—particularly the integration—of sources in student writing in our foundations class (HUMA 250). One thing that we noticed in reviewing the senior theses for both of these students is that the type of research they incorporated in their writing was not as in-depth or scholarly as it should be.

Changes Made/Proposed Related to Goal

Changes:

We will have to wait after a few years of collecting data to see what change would help our students with this goal to demonstrate familiarity with textual criticism and the ability to integrate sources. However, even so, we already have some changes that we can to clarify how we assess this 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 course, and perhaps introducing them to this skill in the gateway course, HUMA 250.

Upload Rubrics/Other Files

Humanities Defense Rubric.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

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

Spring term each year (beginning spring 2022)
during capstone course

Data Collected for this Timeframe (Results)

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

Data available from our first two students taken 3
from Humanities 499 (capstone course) when they
were nearing completion of the program: 2021-
2022.

Comments/Narrative

Comments:

Because of our changes to Goal Three (see above), our assessment for this instrument will change next year. Thus, we have altered 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

no additional resources needed at this time

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 made available when our first two students had taken Humanities 499 (capstone course) when they were nearing completion of the program: 2021-2022.

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

3

- 2021-22: 115 (1/2 (50%) Met; 0/2 Partially Met; 1/2 Did Not Meet) [first year to use this data]

Comments/Narrative

Comments:

Again, with only two students, one student meeting our goal, the other not meeting it, it is difficult to determine if we need to make changes to the program. Nevertheless, we will need to monitor student performance on the second instrument (the ETS Proficiency Profile) next year to see if we need to make any changes in the amount of test preparation given to students in HUMA 499 or discontinuing this test as an assessment instrument.

Resources Needed to Meet/Sustain Results

no additional resources needed at this time

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Overall Goal

Summary:

Last academic year (2021-22), the English and Foreign Language Department met to determine "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. To improve our ability to help out students majoring in humanities, we will adopt the same document and practice and our capstone humanities course and consider introducing it in our gateway course.

Changes Made/Proposed Related to Goal

Changes:

We will use the list of 'Major Editing Errors,' mentioned above in our capstone course and perhaps in our gateway, to provide some continuity of instruction in this goal. Other than this change, we will have to wait after a few years of collecting data to see what change would help our students with this goal to demonstrate strong reading and textual analysis.

Upload Rubrics/Other Files

Humanities Defense Rubric.docx

Humanities Thesis Rubric.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
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	Frequency of Assessment
Enrollment and Graduation data extracted from Banner	Annually (after initial fifth year)

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
Data for a 5-year rolling average will be available	2

after the program's fifth year academic year, 2024-2025.

Last spring, we had two students enrolled in the program.

Comments/Narrative

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

no additional resources needed at this time.

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.

We had one student graduate last spring. The other student is set to graduate in the fall term.

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

2

Comments/Narrative

We need to recruit more students to make our program goal by our fifth year. We had two students in the program who are anticipating graduating soon, one this last spring, and the other, this fall. 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

no additional resources needed at this time.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Overall Goal

Summary:

We made progress this year in establishing our goals and assessing our first majors (and graduating one). We created a Humanities Curriculum and Assessment Committee and assigned primary and secondary advisors, one within the English and Foreign Languages department, and the others in each of the other disciplines. We have much work to do to develop recruitment materials and a marketing strategy to attract new majors to the program.

Changes Made/Proposed Related to Goal

Changes:

This year (2022-23), the Humanities Curriculum and Assessment Committee has met and have begun to develop recruitment materials, including a four-year plan, and a brochure/flyer that can be used at events such as Open House. Members of the committee are working this year to develop advertising points used to attract new majors. This interdisciplinary major is very flexible and is appealing to those interested in degree completion (for example, students who have completed an associate's degree), those students seeking a second major, and graduates who wish to earn a second degree (without needing to complete new General Education requirements). We will use the other public and recruiting events already in place for English and Spanish majors to attract and include potential humanities majors.

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.