

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

LINK Program- QEP

Submission Due Date

2023-2024

Assessment Coordinator Name

Michael Graham

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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 develop the intellectual, skill, and interpersonal competencies necessary for college success.

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

Students will be able to understand the importance of Time Management as it relates to how one manages time effectively and efficiently.

Timeframe for this Outcome

Fall 2023

Performance Target for "Met"

At least 90% of the students who completed the module scored 70% or better.

Performance Target for "Partially Met"

50-89% of the students who completed the module scored 70% or better.

Performance Target for "Not Met"

Less than 50% of the students who completed the module scored 70% or better.

Assessment Measure Used

Time Management Packet Assignment

Frequency of Assessment

LINK101 course-embedded assessment: every fall semester

Data Collected for this Timeframe (Results)

Fall 2023 - 717/775: 92.8%

Fall 2022 - 692/776: 89.2%

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

3

Comments/Narrative

The Time Management Unit spanned two weeks in the Fall 2023 semester. Students were provided a peer-reviewed journal article to review that placed emphasis on the Eisenhower Matrix for Time Management (i.e., Prioritization of Task: Urgency and Importance) to understand how to approach structuring time available to complete all tasks associated with being enrolled in multiple courses. Students completed the Time Management Packet Assignment that was comprised of three components (Time Use Chart and Log, Ideal Schedule, and Master Calendar) designed to promote self-awareness for where time has been spent and identify areas of improvement. Each component of this assessment was worth 100 points (total 300 points) and showed a high level of success: Time Use Chart & Log: 93.88% mean score, Ideal Schedule: 93.50% mean score, Master Calendar: 90.91% mean score, and aggregate mean scores revealed a 92.88% (717/775) rate for students achieving 70% or better on this assessment. Moving forward this unit will be strengthened by offering students multiple peer-reviewed journal articles to select for review and the assessment packet will remain constant.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

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

Students will be able to understand the importance of constructing and utilizing professional email correspondence.

Timeframe for this Outcome

Fall 2023

Performance Target for "Met"

At least 90% of the students who completed the module scored 70% or better.

Performance Target for "Partially Met"

50-89% of the students who completed the module scored 70% or better.

Performance Target for "Not Met"

Less than 50% of the students who completed the module scored 70% or better.

Assessment Measure Used

Sample Email Assignment

Frequency of Assessment

LINK101 course-embedded assessment: every fall semester

Data Collected for this Timeframe (Results)

Fall 2023 - No Data Collected

Fall 2022 - 665/776: 85.69%

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

1

Comments/Narrative

During the Fall 2023 semester, no data was collected officially on this outcome. The program has been evaluating the most efficient and effective avenue for designing an implementation of a Sample Email Assignment. However, students were shown examples of professional email correspondence that included specific structuring of writing an email and encouraged to practice this format by sending their instructor a sample email. Anecdotally, Instructors reported students who sent the sample email maintained better communication throughout the semester and were able to improve specific email structuring over a duration of time. Moving forward, this format will be further refined to have a direct implementation during the Fall 2024 semester and will be a graded assignment within the course.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Goal Summary

Goal Summary/Comments

After revising this goal to align more closely with updated coordinated curriculum the initial revisions showed success while highlighting areas of improvement. The Time Management Unit showed an improvement compared to previous assessment on this specific student academic skill set. Also, the component on Professional Email Correspondence was implemented in piloted form and will serve as an official assessment data point moving forward. Lastly, the program is discontinuing the utilization of Skyfactor for program assessment, and this resulted in removal of previously listed Outcome 3.

Changes Made/Proposed Related to Goal

As mentioned in the previous assessment cycle, a need was identified for program adjustment that modified and streamlined course assignments. During the Fall 2023 semester, the Time Management Unit was strengthened and showed strong results for increasing student understanding for managing time efficiently and effectively. Also, the Professional Email Correspondence assignment was piloted as an unofficial assessment data point and only anecdotal information was obtained. This will be implemented as an imbedded course assignment moving forward. Furthermore, the program is moving away from utilizing Skyfactor for program assessment and this resulted in discontinuing of previously listed Outcome 3. Lastly, review will be conducted on the overall program assessment to identify if there are components of this assessment reporting form that may need to be moved under this program goal.

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 develop an autonomous and responsible emotional, intellectual, and social integration into college life.

Pillar of Success Supported

Robust Student Experience

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

Students will be able to understand the importance of utilizing on-campus resources and where to find existing resources on-campus through identifying their location, contact information, and type of support they could receive from utilizing a specific resource.

Timeframe for this Outcome

Fall 2023

Performance Target for "Met"

At least 90% of the students who completed the module scored 70% or better.

Performance Target for "Partially Met"

50-89% of the students who completed the module scored 70% or better.

Performance Target for "Not Met"

Less than 50% of the students who completed the module scored 70% or better.

Assessment Measure Used

Chapter 11 Wellness Assignment

Frequency of Assessment

LINK101 course-embedded assessment: every fall semester

Data Collected for this Timeframe (Results)

Fall 2023 - 588/768: 76.56%

Fall 2022 - 616/776: 79.38%

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

2

Comments/Narrative

During the Fall 2023 semester, the Wellness Unit was revamped to include providing students with a peer-reviewed journal article related to an area of Wellness that was discussed during class time to serve as preparation for completing the Healthy Lifestyle Self-Assessment Assignment. This assignment asked students to provide Likert rating scale responses for 5 areas of wellness (i.e., physical, intellectual, emotional, social, and occupational) and to identify their lowest area score for creating a Wellness Goal to work toward in the upcoming semester. This newly implemented Wellness Assessment showed initial success with 588/768 (76.56%) scoring 70% or higher on this assignment. Although, this assessment did not fully meet the performance target the program will continue this imbedded topic and assignment moving forward. Anecdotal data collected from students indicated a much larger benefit to students if this topic was not at the end of the semester. Moving forward the program will reorganize the curriculum package with intentionally placing this topic at the beginning of the semester to promote a greater focus on Wellness for students throughout their Fall 2024 semester.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

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

Students will be able to increase their overall levels of Autonomy through completing course assignments, engaging in course discussions, and being engaged in on-campus events.

Timeframe for this Outcome

Fall 2023

Performance Target for "Met"

Mean scores from the Autonomy Sub-Scale of the BNCS-S will increase from pre-test to post-test.

Performance Target for "Partially Met"

Mean scores from the Autonomy Sub-Scale of the BNCS-S will remain constant from pre-test to post-test.

Performance Target for "Not Met"

Mean scores from the Autonomy Sub-Scale of the BNCS-S will decrease from pre-test to post-test.

Assessment Measure Used

Basic Needs of College Students Scale (BNCS-S)
(Jenkins-Guarnieri et al., 2015)

Frequency of Assessment

Pre/Post-Test Assessment during every Fall semester.

Data Collected for this Timeframe (Results)

Fall 2023

Pre-Test: 5.90 - 721/775 (93%)

Post-Test: 5.95 - 477/775 (61%)

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

3

Fall 2022

Pre-Test: 5.95 - 461/776 (59%)

Post-Test: 5.97 - 472/776 (61%)

Comments/Narrative

During the Fall 2023 semester, students were asked to complete a pre/post-test survey that included the Basic Needs of College Students Scale (BNCS-S) utilizes a 1-7 Likert rating scale and is designed to evaluate overall levels of Self-Determinism. The BNCS-S is comprised of three sub-scales (Autonomy, Competence, and Relatedness). The pre-test survey was administered during week 4 and the post-test survey was administered during week 15. There was a larger increase in mean scores for the Autonomy sub-scale in comparison to the previous year (Fall 2023 - 0.05; Fall 2022 - 0.02) indicating a success in the newly implemented coordinated curriculum and instructional delivery. This signals the outcome was met and future curriculum revisions will be made intentionally to promote continuation of this data trend.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Outcome 3

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

Students will be able to increase their overall levels of Relatedness through engaging in course discussions and being engaged in on-campus events.

Timeframe for this Outcome

Fall 2023

Performance Target for "Met"

Mean scores from the Autonomy Sub-Scale of the BNCS-S will increase from pre-test to post-test.

Performance Target for "Partially Met"

Mean scores from the Autonomy Sub-Scale of the BNCS-S will remain constant from pre-test to post-test.

Performance Target for "Not Met"

Mean scores from the Autonomy Sub-Scale of the BNCS-S will decrease from pre-test to post-test.

Assessment Measure Used

Basic Needs of College Students Scale (BNCS-S)
(Jenkins-Guarnieri et al., 2015)

Frequency of Assessment

Pre/Post-Test Assessment during every Fall semester.

Data Collected for this Timeframe (Results)

Fall 2023

Pre-Test: 5.15 - 721/775 (93%)

Post-Test: 5.16 - 477/775 (61%)

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

3

Fall 2022

Pre-Test: 5.22 - 461/776 (59%)

Post-Test: 5.21 - 472/776 (61%)

Comments/Narrative

During the Fall 2023 semester, students were asked to complete a pre/post-test survey that included the Basic Needs of College Students Scale (BNCS-S) utilizes a 1-7 Likert rating scale and is designed to evaluate overall levels of Self-Determinism. The BNCS-S is comprised of three sub-scales (Autonomy, Competence, and Relatedness). The pre-test survey was administered during week 4 and

the post-test survey was administered during week 15. There was an increase in mean scores for the Relatedness sub-scale from pre-test to post-test indicating a success in the newly implemented coordinated curriculum and instructional delivery in comparison to the previous assessment year. This signals the outcome was met and future curriculum revisions will be made intentionally to promote continuation of this data trend.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Outcome 4

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

Students will be able to demonstrate the importance of becoming engaged in on-campus events and develop a social support network.

Timeframe for this Outcome

Fall 2023

Performance Target for "Met"

At least 90% of the students who completed the module scored 70% or better.

Performance Target for "Partially Met"

50-89% of the students who completed the module scored 70% or better.

Performance Target for "Not Met"

Less than 50% of the students who completed the module scored 70% or better.

Assessment Measure Used

Photo Dump Assignment

Frequency of Assessment

LINK101 course-embedded assessment: every fall semester

Data Collected for this Timeframe (Results)

Fall 2023: 667/771: 86.59%

Fall 2022: 639/776: 82%

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

2

Comments/Narrative

During the Fall 2023 semester, students were provided an opportunity to submit pictures (selfies) that showcase their highlight reel as a first-time college student. At three different points in the semester students were asked to submit four pictures of their lives as college students, both on and off campus, totaling twelve picture submissions. Students were provided an opportunity to submit pictures that represent their engagement on campus. Each component of this assessment was worth 100 points (total 300 points) and showed a moderate level of success:

Photo Dump #1: 89.34% mean score,

Photo Dump #2: 86.93% mean score,

Photo Dump #3: 82.97% mean score,

and aggregate mean scores revealed an 86.59% (667/771) rate for students achieving 70% or better on this assessment. However, this outcome was partially met as 50-89% of students completed this assignment with a 70% or higher. This outcome signals an improvement in comparison to a similar assignment in the previous assessment cycle. Moving forward the program will continue to revise this assignment and focus on identifying more optimal timing within the semester when this assignment can be assessed.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Goal Summary

Goal Summary/Comments

These outcomes were either met or partially met for all indicators of success. Assessment Outcome #3 was removed in this assignment cycle as the program is no longer using Skyfactor as an assessment measure. The program will focus on building off the successes from this assessment cycle to continue strengthening these outcomes.

Changes Made/Proposed Related to Goal

During the Fall 2023 semester, the program implemented a newly designed coordinated curriculum and instructional delivery. This redesigning of the program was based on assessment data collected in the previous year which signaled a need to shift the focus of the program to better meet student's academic preparedness needs. This included revising program goals, discontinuing assessment methods, and revamping imbedded course assignments to more closely align with the evolution of the program to meet student needs. Within this assessment cycle, completion rates for all assessments remain high and there are further revisions needed to program design to continue promoting growth-oriented data trends identified in the current assessment cycle.

The Goal Outcome that utilized Skyfactor in the previous assessment cycle has been removed due to no longer using this third-party assessment service. This was due to budgetary concerns and needing to continue funding the peer-mentoring component within the program. Moving forward the program will continue identify areas of programmatic growth and optimize the promotion of Autonomy and Relatedness while promoting academic skill development.

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 develop a self-determined system of meaning and values.

Pillar of Success Supported

Robust Student Experience

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

Students will be able to effectively communicate their personal development from completing the course.

Timeframe for this Outcome

Fall 2023

Performance Target for "Met"

At least 90% of the students who completed the assignment scored 70% or better.

Performance Target for "Partially Met"

At least 50-89% of the students who completed the assignment scored 70% or better.

Performance Target for "Not Met"

Less than 50% of the students who completed the assignment scored 70% or better.

Assessment Measure Used

Most Important Writing Assignment

Frequency of Assessment

LINK101 course-embedded assessment: every fall semester

Data Collected for this Timeframe (Results)

Fall 2023: 620/744: 83.33%

Fall 2022: 620/776: 80%

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

2

Comments/Narrative

During the Fall 2023 semester, the final assessment project previous included in the coordinated curriculum was redesigned to align more closely with the program goals and to promote consistency among sections of the class. In such, The Most Important Writing Assignment was implemented with

the specific purpose of providing student an opportunity to reflect upon their experiences as first-time college students while identifying what they learned about themselves. The Most Important Writing Assignment was worth a total of 100 points and mean scores for all students who completed the assignment was 82.56. This outcome was partially met as 83.33% of students completed this assignment with a 70% or higher. Important to point out, in comparison to the previous assessment cycle there was a 3.33% increase in students meeting this outcome (Fall 2022: 80%; Fall 2023: 83.33%). Moving forward this assignment will be included in the coordinated curriculum and have intentional messaging included to help students identify how to complete this assignment successfully.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

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

Students will be able to increase their overall levels of Self-Determinism through completing course assignments, engaging in course discussions, and being engaged in on-campus events.

Timeframe for this Outcome

Fall 2023

Performance Target for "Met"

Aggregate mean scores from the BNCS-S will increase from pre-test to post-test.

Performance Target for "Partially Met"

Aggregate mean scores from the BNCS-S will remain constant from pre-test to post-test.

Performance Target for "Not Met"

Aggregate mean scores from the BNCS-S will decrease from pre-test to post-test.

Assessment Measure Used

Basic Needs of College Students Scale (BNCS-S) (Jenkins-Guarnieri et al., 2015)

Frequency of Assessment

Pre/Post-Test Assessment during every Fall semester.

Data Collected for this Timeframe (Results)

Fall 2023:

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

Pre-Test: 5.22 - 721/775 (93%)
Post-Test: 5.30 - 744/775 (61%)

3

Fall 2022:
Pre-Test: 5.19 - 461/776 (59%)
Post-Test: 5.26 - 472/776 (61%)

Comments/Narrative

During the Fall 2023 semester, students were asked to complete a pre/post-test survey during the Fall 2022 semester. The survey included the Basic Needs of College Students Scale (BNCS-S) utilizes a 1-7 Likert rating scale and is designed to evaluate overall levels of Self-Determinism. The BNCS-S is comprised of three sub-scales (Autonomy, Competence, and Relatedness). The pre-test survey was administered during week 4 and the post-test survey was administered during week 15. This assessment outcome showed an increase from pre-test to post-test (5.22; 5.30) indicating the coordinated curriculum and instructional delivery alterations were effective in promoting Self-Determinism. Important to note, the assessment outcome data is similar in trend to the previous assessment cycle and moving forward intentionality will be placed upon enhancing the coordinated curriculum and instructional delivery to promote the components of Self-Determinism for observing trend increase discrepancies both between and within assessment cycles.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Outcome 3

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

Students will build strong, positive networks within the university community by connecting with individuals of diverse perspectives and backgrounds through respectful discourse.(3A)

Timeframe for this Outcome

Fall 2025

Performance Target for "Met"

NSSE-22 data will demonstrate a mean score increase compared to the NSSE-19 data.

Performance Target for "Partially Met"

NSSE-22 data will demonstrate no mean score difference compared to the NSSE-19 data.

Performance Target for "Not Met"

NSSE-22 data will demonstrate a mean score decrease compared to the NSSE-19 data.

Assessment Measure Used

NSSE: FYE Topical Module items: 1d, 3a, 3b (pool) and 2c, 2d (pool)

Frequency of Assessment

Conducted in spring 2016, spring 2019, and spring 2022 to all students enrolled at Lander University

Data Collected for this Timeframe (Results)

2022: 2.30, 2.80; 2019: 2.46, 2.60; 2016: 2.36, 2.95

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

2

Comments/Narrative

During the Fall 2023 semester, the NSSE was not administered to first-year students as this assessment has a 3-year cycle. Information contained in this section has been included from the previous program assessment cycle to maintain consistency.

NSSE was administered to first-year students in spring 2013, 2016, 2019, and 2022 (comparisons made between NSSE-19 and NSSE-22). NSSE items from the FYE Topical Module that aligned with the Networking outcome of LINK101 were identified and response data was pooled. The average response to items (1d, 3a, 3c) related to how often students asked instructors for help or sought help with coursework from faculty or learning support services decreased between 2019 (2.46) and 2022 (2.30). However, the average response to items (2c, 2d) related to how difficult it was to get help with schoolwork or interact with faculty increased in 2022 (2.80) compared to 2019 (2.60). It appears that it was less difficult to get help with schoolwork or interact with faculty in 2022 than 2019. Mean score differences that did not show an increase may be attributed to the COVID-19 pandemic in terms of social readjustment for student life.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Goal Summary

Goal Summary/Comments

These outcomes were either met or partially met for all indicators of success. Assessment Outcome #4 was removed in this assignment cycle as the program is no longer using Skyfactor as an assessment measure. The program will focus on building off the successes from this assessment cycle to continue strengthening these outcomes.

Changes Made/Proposed Related to Goal

During the Fall 2023 semester, the program implemented a newly designed coordinated curriculum and instructional delivery. This redesigning of the program was based on assessment data collected in the previous year which signaled a need to shift the focus of the program to better meet student's academic preparedness needs. This included revising program goals, discontinuing assessment methods, and revamping imbedded course assignments to more closely align with the evolution of the program to meet student needs. Within this assessment cycle, completion rates for all assessments remain high and there are further revisions needed to program design to continue promoting growth-oriented data trends identified in the current assessment cycle.

The Goal Outcome that utilized Skyfactor in the previous assessment cycle has been removed due to no longer using this third-party assessment service. This was due to budgetary concerns and needing to continue funding the peer-mentoring component within the program. Moving forward the program will continue identify areas of programmatic growth and optimize the promotion of Self-Determinism while promoting academic skill development.

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 develop a commitment to exploring and pursuing life goals.

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

Students will be able to understand the importance of Goal Setting as it relates to establishing a sequenced plan for how to achieve long-term goals.

Timeframe for this Outcome

Fall 2023

Performance Target for "Met"

At least 90% of the students who completed the module scored 70% or better.

Performance Target for "Partially Met"

50-89% of the students who completed the module scored 70% or better.

Performance Target for "Not Met"

Less than 50% of the students who completed the module scored 70% or better.

Assessment Measure Used

Goals Paper Assignment

Frequency of Assessment

LINK101 course-embedded assessment: every fall semester

Data Collected for this Timeframe (Results)

Fall 2023: 671/775: 86%

Fall 2022: 558/776: 72%

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

2

Comments/Narrative

During the Fall 2023 semester, students were asked to write a structured 5-paragraph paper that allowed students to identify three goals (2 academic and 1 personal) they wanted to achieve by the end of the first semester. Instructional delivery assisted students in identifying characteristics for constructing Useful & Effective Goals while also developing Action Steps to create a sound plan for achieving a desired goal. This assignment was worth 100 points and mean scores for all students were 84.96%. This assessment outcome showed 671/775 (86%) of students completed this with a 70% or higher indicating this was partially met. Important to note, strengthening this assessment with the changes made to the program design and moving to a writing exercise show significant improvement compared to the previous assessment cycle (Fall 2022: 72%; Fall 2023: 86%). Moving forward this assessment will be complimentary to the Wellness Assignment mentioned previously in this report to help students construct a Wellness oriented goal instead of a personal goal to promote intentionality around students practicing self-care.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

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

Students will be able to understand how to navigate their chosen degree plan and prepare for future course registration processes.

Timeframe for this Outcome

Fall 2023

Performance Target for "Met"

At least 90% of the students who completed the module scored 70% or better.

Performance Target for "Partially Met"

50-89% of the students who completed the module scored 70% or better.

Performance Target for "Not Met"

Less than 50% of the students who completed the module scored 70% or better.

Assessment Measure Used

2- or 4-year Plan Assignment

Frequency of Assessment

LINK101 course-embedded assessment: every fall semester

Data Collected for this Timeframe (Results)

Fall 2023: 613/764: 80.23%

Fall 2022: 643/776: 83%

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

2

Comments/Narrative

During the Fall 2023 semester, students were asked to complete a 2- or 4-Year Plan Assignment designed to help with identifying pre-constructed degree plans and required course sequencing to promote successful completion of degree plans. Instructional delivery included walking students through how to find information found within the Registrar's website and how to transfer this information into the assignment. This assignment was worth a total of 100 points and mean scores for all students was 79.74%. This assessment outcome showed 613/764 (80.23%) of students completed this assignment with a 70% or higher indicating this outcome was partially met. In comparison to the previous assessment cycle (Fall 2022: 83%; Fall 2023: 80.23%) showed a decreasing data trend. This can be attributed to the implementation of a new assignment that increased the amount of rigor and highlights a need to revise the Instructional Delivery of this assignment. Moving forward, the program will revise Instructional Delivery to include an overview of General Education requirements and provide student with a handout of all classes they can choose from to complete General Education and Elective requirements to help students have more informed decision making when personalizing pre-constructed degree plans.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Outcome 3

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

Students will learn how to be successful in college and life by identifying his/her interests, strengths, and opportunities in order to make informed decisions about a career path. (4A)

Timeframe for this Outcome

Fall 2025

Performance Target for "Met"

NSSE-22 data will demonstrate a mean score increase compared to the NSSE-19 data.

Performance Target for "Partially Met"

NSSE-22 data will demonstrate no mean score difference compared to the NSSE-19 data.

Performance Target for "Not Met"

NSSE-22 data will demonstrate a mean score decrease compared to the NSSE-19 data.

Assessment Measure Used

NSSE FYE Topical Module items:
1a-b (pool), 2a-b (pool)

Frequency of Assessment

Conducted in spring 2016, spring 2019, and spring 2022 to all students enrolled at Lander University

Data Collected for this Timeframe (Results)

2022: 2.80, 3.75
2019: 2.85, 3.65
2016: 2.85, 3.75

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

2

Comments/Narrative

During the Fall 2023 semester, the NSSE was not administered to first-year students as this assessment has a 3-year cycle. Information contained in this section has been included from the previous program assessment cycle to maintain consistency.

NSSE was administered to first-year students in spring 2013, 2016, 2019, and 2022 (comparisons made between NSSE-19 and NSSE-22). NSSE items from the FYE Topical Module that aligned with the Knowledge outcome of LINK101 were identified and response data was pooled. The average response to items (1a-b) related to studying and finding additional information when they did not understand material was lower between 2019 (2.85) and 2022 (2.80). The average response to items (2a-b) related to how difficult it was learning course material and managing your time were higher in 2022 (3.75) compared to 2019 (3.65). Mean score differences that did not show an increase may be attributed to the COVID-19 pandemic in terms of social readjustment for student life.

The goal of "Students will learn how to be successful in college and life (Knowledge)" was revised to align more closely with programmatic goals and newly implemented curriculum designed to increase academic preparedness skill sets. Subsequently, this outcome of "Students will learn how to be successful in college and life by identifying his/her interests, strengths, and opportunities in order to make informed decisions about a career path (4A)" was revised to meet the newly implemented goal.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Goal Summary

Goal Summary/Comments

These outcomes were partially met for all indicators of success. Assessment Outcome #4 was removed in this assignment cycle as the program is no longer using Skyfactor as an assessment measure. The program will focus on building off the successes from this assessment cycle to continue strengthening these outcomes.

Changes Made/Proposed Related to Goal

During the Fall 2023 semester, the program implemented a newly designed coordinated curriculum and instructional delivery. This redesigning of the program was based on assessment data collected in the previous year which signaled a need to shift the focus of the program to better meet student's academic preparedness needs. This included revising program goals, discontinuing assessment methods, and revamping imbedded course assignments to more closely align with the evolution of the program to meet student needs. Within this assessment cycle, completion rates for all assessments remain high and there are further revisions needed to program design to continue promoting growth-oriented data trends identified in the current assessment cycle.

The Goal Outcome that utilized Skyfactor in the previous assessment cycle has been removed due to no longer using this third-party assessment service. This was due to budgetary concerns and needing to continue funding the peer-mentoring component within the program. Moving forward the program will continue identify areas of programmatic growth and optimize the promotion of Self-Determinism while promoting academic skill development.

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

Students completing the LINK101 course will have improved academic success and retention rates.

Pillar of Success Supported

Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

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

Retention rates for students who pass LINK101 will be higher than the previous year and than the average university retention rate.

Timeframe for this Outcome

Fall 2023 to Fall 2024

Performance Target for "Met"

Overall retention rate is higher than the previous year and higher than the university retention rate.

Performance Target for "Partially Met"

Overall retention rate is at least higher than the university retention rate.

Performance Target for "Not Met"

Overall retention rate is lower than the university retention rate.

Assessment Measure Used

Overall retention rate for all students who pass LINK101 (first to second year)

Frequency of Assessment

Annually after fall drop/add is complete

Data Collected for this Timeframe (Results)

2023: 77.3%
2022: 84%
2021: 76%
2020: 71%

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

2

Comments/Narrative

During the 2023-2024 academic year, retention rates for students who passed LINK 101 (D and above) was 77.3% and the average retention rate at Lander University for all first-year students in the Fall 2023 cohort was 69%.

Our program retention numbers above demonstrate retention of those students who passed the class (D or above). Overall retention for students taking LINK in the Fall was 77.3% and shows a positive contribution to the university retention rates. Important to note, in comparison to the previous year assessment cycle the program shows a drop in retention rates (Fall 2022: 84%; Fall 2023: 77.3%) which can be attributed to the redesign in coordinated curriculum where an increase focus on academic skill development and rigor was present. Moving forward, the program will place intentionality with Instructional Delivery for helping students identify expectations for course assignments while emphasizing rationale for specific course assignments.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

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

Retention rates for students in LINK101 will be higher than the previous year and than the average university retention rate.

Timeframe for this Outcome

Fall 2023 to Fall 2024

Performance Target for "Met"

Retention rate for students who earn an A or B in LINK101 is higher than the previous year and higher than the university retention rate.

Performance Target for "Partially Met"

Retention rate for students who earn an A or B in LINK101 is at least higher than the overall university retention rate.

Performance Target for "Not Met"

Retention rate for students who earn an A or B in LINK101 is lower than the overall university retention rate.

Assessment Measure Used

Retention rates for students who earn an A or B in LINK101 (first to second year) – “ambitious and talented students”

Frequency of Assessment

Annually after fall drop/add is complete

Data Collected for this Timeframe (Results)

2023: 80.3%

2022: 86%

2021: 83%

2020: 64%

2019: 77%

2018: 82%

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

2

Comments/Narrative

During the 2023-2024 academic year, retention rates for students who passed LINK 101 (A or B) was 80.3% and the average retention rate at Lander University for all first-year students in the Fall 2023 cohort was 69%.

Our program retention numbers above demonstrate retention of those students who passed the class

(A or B). Overall retention for students taking LINK in the Fall was 80.3% and shows a positive contribution to the university retention rates. Important to note, in comparison to the previous year assessment cycle the program shows a drop in retention rates for students who passed the class with an A or B (Fall 2022: 86%; Fall 2023: 80.3%) which can be attributed to the redesign in coordinated curriculum where an increase focus on academic skill development and rigor was present. Moving forward, the program will place intentionality with Instructional Delivery for helping students identify expectations for course assignments while emphasizing rationale for specific course assignments.

This assessment outcome was partially met as the overall retention rates showed a decrease in comparison to the previous assessment cycle, but the retention rate for students who passed the class with an A or B remained higher than the University retention rate.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Outcome 3

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

Academic success of students in LINK101 as measured by GPA will be higher than the previous year.

Timeframe for this Outcome

Academic Year: 2023-2024

Performance Target for "Met"

Average GPA of students who pass LINK101 is more than 0.1 higher than the previous year.

Performance Target for "Partially Met"

Average GPA of students who pass LINK101 is within 0.1 of the average GPA in the previous year.

Performance Target for "Not Met"

Average GPA of students who pass LINK101 is more than 0.1 lower than the previous year

Assessment Measure Used

Average GPA of students at end of first year who passed LINK101

Frequency of Assessment

Annually after spring final grades are submitted

Data Collected for this Timeframe (Results)

2023: 3.09
2022: 2.89
2021: 2.96
2020: 3.08
2019: 2.46
2018: 2.34

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

3

Comments/Narrative

During the 2023-2024 academic year, students who passed the class (D or above) had an average GPA of 3.09 indicating this assessment outcome was met. In comparison to the previous assessment cycle there was an increase in average GPA (Fall 2022: 2.89; Fall 2023: 3.09) large enough to validate the redesign of the coordinated curriculum and Instructional Delivery. Moving forward, the program will seek to build upon this assessment outcome and place intentionality for helping students understand the expectations for completing college level work while developing academic skill sets.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Outcome 4

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

Academic success of students in LINK101 as measured by GPA will be higher than the previous year.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Average GPA of students who earn an A or B in LINK101 is more than 0.1 higher than the previous year.

Performance Target for "Partially Met"

Average GPA of students who earn an A or B in LINK101 is within 0.1 of the average GPA in the previous year.

Performance Target for "Not Met"

Average GPA of students who earn an A or B in LINK101 is more than 0.1 lower than the previous year

Assessment Measure Used

Average GPA of students at end of first year who earn an A or B in LINK101 – “ambitious and talented students”

Frequency of Assessment

Annually after spring final grades are submitted

Data Collected for this Timeframe (Results)

2023: 3.22
2022: 3.11
2021: 3.15
2020: 3.17
2019: 2.88
2018: 2.90

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

3

Comments/Narrative

During the 2023-2024 academic year, students who passed the class with an A or B had an average GPA of 3.22. This signals this assessment outcome was met and showcases the coordinated curriculum and increased academic rigor in a positive manner. Moving forward, the program will seek to build upon this success with refining course assignments to incorporate academic skill development for reading comprehension while also providing rationales for completing coursework in alignment with specific academic skill development.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Outcome 5

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

Students will develop a sense of belonging to the university.

Timeframe for this Outcome

Academic Year 2024-2025

Performance Target for "Met"

NSSE-22 data will demonstrate a percentage increase compared to the NSSE-19 data.

Performance Target for "Partially Met"

NSSE-22 data will demonstrate no percentage difference compared to the NSSE-19 data.

Performance Target for "Not Met"

NSSE-22 data will demonstrate a percentage decrease compared to the NSSE-19 data.

Assessment Measure Used

NSSE items: 20 (21)
FYE Topical Module item: 4a

Frequency of Assessment

Conducted in spring 2016, spring 2019, and spring 2022 to all students enrolled at Lander University

Data Collected for this Timeframe (Results)

2022: 85%, (90%), 34%
2019: 83%, (89%), 30.3%
2016: 87%, 38.2%

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

3

Comments/Narrative

During the Fall 2023 semester, the NSSE was not administered to first-year students as this assessment has a 3-year cycle. Information contained in this section has been included from the previous program assessment cycle to maintain consistency.

NSSE was administered to first-year students in spring 2013, 2016, 2019, and 2022 (comparisons made between NSSE-19 and NSSE-22). NSSE item 20 and FYE Topical Module item 4a related to retention were identified. When asked "If you could start over again, would you go to the same institution you are now attending?" (item 20), 85% replied "probably yes" or "definitely yes" in 2022, compared to 83% in 2019. In 2022 (item 21), which asks "Do you intend to return to the same institution next year?" to which 90% of students replied "yes". In the NSSE FYE Topical module, item 4a, when asked "During the current school year, have you seriously considered leaving this institution?" 34% replied "yes" in 2022, increased from 30.3% replying "yes" in 2019. Although, responses indicate a higher percentage of students considered leaving the institution NSSE-22 items 20(21) show an increased desire of retention.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

None

Goal Summary

Goal Summary/Comments

Most expected outcomes were met or partially met for all indicators of success. Outcomes for this assessment goal showed a fluctuation in comparison to the previous assessment cycle and for instances where data showed a decreasing trend will serve as initial points of review for improving outcomes in the next assessment cycle.

Changes Made/Proposed Related to Goal

During the 2023-2024 academic year, the program implemented an entirely new coordinated curriculum package and revamped the Instructional Delivery component. This included increasing the academic rigor and placing additional emphasis upon developing student's academic skill sets. The outcomes measurements from this program goal show that retention numbers for students who passed the class (D

or higher, or A's and B's) produced a decreasing trend in comparison to the previous assessment cycle. However, at the same time, data for student average GPA showed an increasing trend compared to the previous assessment cycle. These outcomes can be attributed to the changes in the coordinated curriculum and Instructional Delivery. Although, it may be viewed as a detriment for student retention rates to decline these data points remain higher than the overall institutional retention rates. Furthermore, it is encouraging to see student average GPA increase and these two data points, intertwined as they are, could suggest a stabilizing presence for making initial strides toward academic preparedness. Moving forward, the program will place intentionality around expanding avenues within the classroom for helping students build peer-to-peer relationships as well as building upon successes to continue promoting student success from an academic perspective.

Lastly, in previous components of this program assessment there is consistency with achieving a high level of completion rates for imbedded course assignments. Coupled together with quantitative data collected through pre-test/post-test assessment, the program is showing effectiveness for increasing student's ability to understand and meet college level expectations for coursework. The program will review areas within this program assessment to develop new goals that include the academic skill set of Reading Comprehension for weekly reading assignments as well as effectiveness of Instructional Delivery with the program shifting toward a Graduate Teaching Assistant model.

Upload Rubrics/Other Files

Dean's Email Address

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Approved by Dean?

Signature of Dean

Comments from Dean's Review