Southern Association of Colleges and Schools
Commission on Colleges

COMPLIANCE CERTIFICATION

Name of Institution: Lander University

Address of Institution: 320 Stanley Avenue, Greenwood, SC 29649

Date of Submission: September 12, 2016

The following narrative was written in response to SACSCOC Core Requirement 2.7.3 (General Education) and Comprehensive Standard 3.5.1 (General Education Competencies) as a part of the University's Reaffirmation of Accreditation in the Class of 2017.

Links to evidentiary documents are within the narrative but are not active.

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General Education)**

X Compliance   Partial Compliance   Non-compliance
   Not Applicable

In each undergraduate degree program, the University requires the successful completion of a General Education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in baccalaureate programs, the component constitutes a minimum of 30 semester hours (the University does not offer associate degree programs). These credit hours are drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not focus narrowly on those skills, techniques, and procedures specific to a particular occupation or profession.

The University requires all students seeking undergraduate degrees to satisfy requirements for the General Education program. Transfer and associate degree student transcripts are evaluated for courses articulated with the University General Education courses, but these students must complete courses in General Education areas not already credited. The only exception is students who have already completed a bachelor's degree program and who are pursuing a second bachelor's degree. These second-degree-seeking students are admitted to the University through a different set of guidelines from freshman admission, transfer admission, or former student readmission. According to the admission guidelines for second-degree-seeking students, these students are exempt from the University General Education program if they have already earned a bachelor's degree from a regionally accredited institution. All other

undergraduate degree seeking students are required to complete the University General Education program.

Core Requirement 2.7.3 includes seven key elements regarding General Education. The following narrative addresses these key elements in order.

GENERAL EDUCATION PROGRAM AT THE COLLEGIATE LEVEL
The process of approval of new courses or modifications to existing courses includes several levels of faculty and administrative oversight that ensure the curriculum is at the collegiate level.

Course approval for the General Education program involves a series of steps that are summarized in the course activation and course modification documents. Each proposed General Education course must receive approval from the department proposing it. All faculty members at Lander have appropriate degrees and credentials for the areas in which they teach, and because they are content experts in their respective fields, each faculty member is able to recognize college-level material in their field. Second, the proposed course must receive approval from the General Education Committee, which includes the four college deans, the provost, the registrar, and the chair of the University Curriculum Committee. The General Education Committee provides oversight of the process by ensuring that the proposed course meets college-level standards and also is of broad general interest because it does not focus tightly only on specific skills related to a single profession or occupation. Upon approval of the General Education Committee, the University Curriculum Committee and Faculty Senate provide final layers of oversight to ensure that the course is of appropriate college level quality and is also appropriate for inclusion into the General Education program.

The University annual assessment system is a major factor to ensure quality of the General Education program. All General Education courses must be assessed at least once each year. This process requires instructors to think about how each of the General Education competencies relates to that particular class and to measure how well their students are meeting the competencies. Thus, for the faculty there is a direct and obvious connection between the competencies specified in the General Education program and the instruction in the class. Because the competencies involve generalized thinking and communication skills, each faculty member is given the freedom to best determine how these skills are incorporated into his or her class. The specific details of how the connections are made can be found in two General Education Assessment documents: the Rubric for Evaluating General Education Competencies and the General Education Assessment Form. Lastly, all General Education assessment documents are submitted to a departmental-level General Education coordinator who helps verify the quality and appropriateness of the items being used in the General Education assessments.

GENERAL EDUCATION AS A SUBSTANTIAL COMPONENT OF EACH UNDERGRADUATE DEGREE

The University General Education curriculum required for all degree programs specifies 44 credit hours, which exceeds the SACSCOC minimum requirement of 30 credit hours. To ensure that all students understand the program requirements and are able to efficiently and effectively navigate the system of degree requirements, The University publishes a variety of materials. First, the General Education curriculum is clearly explained in the *Undergraduate Catalog*. Second, each major and program has a "Program Requirements" page in the *Undergraduate Catalog*; a complete listing of all of the pages can be found on p. 4, with "Program Requirements" pages beginning on p. 83. Each has a section titled "General Education Requirements" and clearly lists each of the categories in which students must successfully complete coursework. Thus, regardless of which undergraduate degree program a student pursues, the importance and structure of the General Education program is made clear. Third, the University also provides Four-Year Major Guides--tentative plans which include slots specifically designated "General Education requirement," indicating the importance of completing these requirements. Fourth, as a means of assisting students with registering for classes, there is an online system called "Bearcat Web." Inside of the class search tool in Bearcat Web is a feature that allows students to search for courses based on specific distribution categories (e.g., fine arts, behavioral science, etc.), thus making it easier to find and identify General Education courses.

Lastly, the Registrar's Office evaluates all candidates for graduation to ensure that students have successfully completed all degree requirements. Failure to complete any General Education requirement will be identified during this process and that student will not be able to receive a degree. To help students and their academic advisors ensure that a student is making appropriate progress towards requirement completion, the University has a degree evaluation software available through Bearcat Web. The software will very clearly identify for the student and advisor which General Education requirements have not yet been completed.

BREADTH OF KNOWLEDGE

The General Education program at The University is based on a set of four General Education competencies that students are expected to develop and is delivered through a distribution of courses required in each degree program.

Because the four General Education competencies are generalized skills that apply broadly across most academic endeavors, all courses in the General Education program share the goal of addressing each of these competencies. However, the University also recognizes that in order for a student to truly master these competencies, it is necessary to address them in a wide range of disciplines. For example, one cannot truly be able to communicate effectively and appropriately without having the opportunity to communicate in a wide range of settings and situations.

Therefore, the course distribution in the University General Education program is designed to allow students to develop skills in each of these four competencies in a wide range of academic fields. The distribution requires that the students take 44 General Education credit hours distributed across 12 categories:

- Behavioral science (3 credit hours)
- Fine arts (3 credit hours)
- Global issues/non-western studies (3 credit hours)
- History (3 credit hours)
- Humanities/Literature (3 credit hours)
- Humanities (3 credit hours)
- Laboratory science (8 credit hours)
- Logic and analytical thought (3 credit hours)
- Mathematics (3 credit hours)
- Political economy (3 credit hours)
- Wellness (3 credit hours)
- Writing (6 credit hours)

A complete listing of the courses associated with each category can be found in the *Undergraduate Catalog*, pp. 71-73.

COHERENT RATIONALE

According to the University mission statement, the undergraduate programs contain a "broad liberal education" because its programs provide opportunities for students to "explore a broad core curriculum designed to assist them in developing the ability (1) to gather and critically analyze information from a variety of fields and to use that information as a basis for reasoned judgments and for effective problem solving, (2) to synthesize diverse ideas and information, and (3) to understand and convey ideas clearly." Thus, the General Education program represents an integral part of the University's mission.

The University's General Education program is designed to provide students a broad base of knowledge as well as the opportunity to develop higher-order thinking skills. The General Education program has four competencies that are based on Bloom's Taxonomy of Educational Objectives (1956), which identifies the following cognitive skills:

1. Knowledge (the ability to exhibit memory of learned materials)
2. Comprehension (the ability to demonstrate understanding of facts)
3. Application (the ability to use acquired knowledge)
4. Analysis (the ability to examine and break information into parts)
5. Evaluation (the ability to make reasoned judgments about quality or validity)
6. Synthesis (the ability to combine information to make new knowledge)

According to Bloom, each level represents a generalized thinking skill, with the higher levels representing more difficult skills. Bloom argued that students would not be able to effectively operate at higher levels without having mastered the lower levels. Furthermore, these thinking skills are general in nature and apply broadly across most areas of academic endeavor.

The University's General Education program uses this taxonomy as a foundation for its General Education program. The University General Education program is designed to enable students to develop the following competencies:

- University-level knowledge and comprehension
- The ability to apply information
- The ability to analyze information
- The ability to communicate effectively and appropriately

The first three competencies are built directly upon the lowest four levels of Bloom's taxonomy. The fourth competency is built on the idea that effective and appropriate communication is a critical part the General Education program. The University believes that since the four competencies represent generalized skills that are not discipline specific, it is appropriate for all General Education courses to have the goal of developing all four competencies. The challenge is that although a skill like application is a generalized skill valid in many different academic contexts, developing and practicing the skill requires a specific context. In other words, if one wishes to develop critical thinking skills, one needs to have specific content about which to think. However, the exact details of how one would apply or analyze knowledge in a discipline like history may be quite different from the exact details of applying or analyzing knowledge in a discipline like mathematics. Therefore, it is important for students to get the opportunity to practice and develop these thinking skills in as many different contexts and situations as possible.

Thus, completing a broad range of General Education courses, students will develop thinking and communication skills in a variety of contexts.

The official description of the University General Education competencies and program may be found in the *Undergraduate Catalog*, pp. 71 - 73.

MINIMUM NUMBER OF SEMESTER HOURS
The University General Education curriculum required for all baccalaureate degree programs specifies that students must earn 44 credit hours, which exceeds the SACSCOC minimum requirement of 30 credit hours. The University does not offer associates degree programs.

CREDIT HOURS DRAWN FROM HUMANITIES/FINE ARTS, SOCIAL/ BEHAVIORAL SCIENCES, AND NATURAL SCIENCE/MATHEMATICS
The University course distribution requires students to complete 9 semester hours (3 classes) from three categories that fulfill the humanities/fine arts area. Students complete a 3-hour class from the "fine arts" category, which includes survey courses in art, music, dance, and theatre. These courses are broadly designed to give all students a better understanding of issues and topics in fine arts. Students must also complete a 3-hour course from the "humanities" category, which includes a mixture of literature courses and more general humanities courses. Lastly, students must also complete a 3 hour course from the "humanities/literature" category, in which students specifically take a literature class. The courses in the humanities and humanities/literature categories are broadly designed to give all students a better understanding of humanities topics with particular emphasis on literature.

The University course distribution requires students to take a course (3 semester hours) from the social/behavioral science area. This category includes introductory survey courses in anthropology, psychology, and sociology. These courses are broadly designed to give all students a better understanding of social and behavioral science issues and topics. In addition, all students are required to take a course (3 semester hours) from the history category. The University recognizes history as a social science.

The University course distribution requires students to complete 11 semester hours (3 classes) from the natural science/mathematics area. Students must complete 8 hours (2 classes) from the "laboratory science" category, which contains traditional introductory-level natural science courses such as biology, chemistry, environmental science, geology, and physics. These courses are broadly designed to give all students a better general understanding of the natural world. Students must also complete 3 hours (1 class) from the "mathematics" category, which contains courses covering widely useful mathematical skills such as algebra, calculus, and statistics.

BROAD FOCUS
All courses proposed for inclusion in the General Education program are expected to meet each of the competencies for the program:

- University-level knowledge and comprehension
- The ability to apply information
- The ability to analyze information
- The ability to communicate effectively and appropriately

These competencies are broad college-level skills and are not narrowly focused on skills, techniques, or procedures specific to a particular profession. The course approval forms require descriptions of the ways each course will address these competencies. Course proposals are developed in the department that will house the course and approved through a process including the General Education Committee, Curriculum Committee and Faculty Senate. Faculty and administrators at each of the approval steps ensure that

courses approved for the General Education program are not narrowly focused and are appropriate for inclusion into the General Education program. The process of getting approval into the General Education program involves a series of steps which are summarized in the course activation and course modification documents.

Note: The University uses semester credit hours for all degree programs and all baccalaureate degree programs require 44 hours of General Education.

Comprehensive Standard 3.5.1 (General education competencies) provides details about the extent to which graduates have attained the four competencies.

3.5 Undergraduate Educational Programs

3.5.1 The institution identifies college-level general education competencies and the extent to which graduates have attained them. **(General Education Competencies)**

   X Compliance   Partial Compliance   Non-compliance
      Not Applicable

The University identifies college-level general education competencies and the extent to which students have attained them. The General Education program consists of 44 semester credit hours of coursework chosen from 12 categories listed in Table 13.

Table 13: General Education Categories

Category	Semester Credit Hours Required
Behavioral Science	3
Fine Arts	3
Global Issues	3
History	3
Humanities Literature	3
Humanities	3
Laboratory Science	8
Logic and Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness	3
Writing	6
Total	**44**

The full description of the program is published in the *Undergraduate Catalog*, pp. 71-73. Each course within the General Education program provides for the development of four competencies, or student learning outcomes. The approval process for courses in the General Education program ensures that faculty proposing new or revised courses for the program describe the course components and pedagogies that support all four competencies and that the curriculum is college-level. The General Education program and the approval processes for courses within it are further detailed in the narrative for Comprehensive Standard 2.7.3 (General Education).

The General Education program represents an integral part of the University's mission since undergraduate programs are expressed within a "broad liberal education" that

provides opportunities for students to "explore a broad core curriculum designed to assist them in developing the ability (1) to gather and critically analyze information from a variety of fields and to use that information as a basis for reasoned judgments and for effective problem solving, (2) to synthesize diverse ideas and information, and (3) to understand and convey ideas clearly." Therefore, the General Education program is designed to provide students with a broad base of knowledge as well as the opportunity to develop higher order thinking skills in which the ability to think deeply and critically is valued.

COLLEGE-LEVEL GENERAL EDUCATION COMPETENCIES

The general education program has four competencies that are based on Bloom's Taxonomy of Educational Objectives (1956). The University has adapted the skills identified by Bloom for the cognitive domain as shown in Table 14.

Table 14: Levels of Bloom's Taxonomy

Level	Name	Description
1	Knowledge	Exhibit memory of learned materials
2	Comprehension	Demonstrate understanding of facts
3	Application	Using acquired knowledge
4	Analysis	Examine and break information into parts
5	Evaluation	Make reasoned judgements about quality or validity
6	Synthesis	Combine information together to make new knowledge

According to Bloom, each level represents a generalized thinking skill, with the higher levels representing skills that are more difficult and challenging than the previous ones. Bloom argued that students would not be able to effectively operate at higher levels without having mastered the lower levels. Furthermore, these thinking skills are general in nature and apply broadly across most areas of academic endeavor.

The University's General Education program uses Bloom's Taxonomy as a foundation for enabling students to develop four competencies. For assessment purposes, two of the competencies are recognized as incorporating two elements, (a) and (b):

1) University-level (a) knowledge, and (b) comprehension
2) The ability to apply information
3) The ability to analyze information
4) The ability to communicate (a) effectively, and (b) appropriately

The first three competencies are built directly upon the first four levels of Bloom's Taxonomy. The fourth competency is not represented in Bloom's taxonomy, but the University's faculty believe that communication skills are critical to professional and personal development. The University's mission states, "The undergraduate programs

provide opportunities for students to achieve competence in a major discipline and to explore a broad core curriculum designed to assist them in developing the ability…to understand and convey ideas clearly." The University believes that because the four competencies represent generalized skills that are not discipline specific, it is appropriate for all General Education courses to have the goal of developing all four competencies. The challenge is that although a skill like "applying information" is a generalized skill that is valid in many different academic contexts, developing and practicing the skill requires a specific context. In other words, if one wishes to develop critical thinking skills, one needs to have a specific, concrete subject about which to think. However, the exact details about how one would apply or analyze knowledge in history may be quite different from the exact details needed to apply or analyze knowledge in mathematics. Because students complete a broad range of General Education courses, students are given opportunities to practice and develop these thinking skills in a variety of contexts.

As further detailed in the narrative for Comprehensive Standard 2.7.3 (General Education), the General Education program is based on a coherent rationale that provides a foundation of knowledge and skill development. As existing General Education courses are [modified] or new courses [activated], the forms include a section requiring the faculty to describe the specific course methods, pedagogies, or assignments that support student attainment of each of the four competencies. Course additions or modifications require approvals of the department faculty, the General Education Committee, and the Faculty Senate–through the Faculty Senate's Curriculum Committee. Policies for course revision and approval are published in the *Policies and Procedures for New Academic Programs, Program Modifications/Notifications, and Program Terminations*. At each level of approval, the course is reviewed for alignment with the four competencies, college-level expectations, and the mission of the University.

ASSESSMENT OF STUDENT SUCCESS
The University assesses the extent to which students have attained the competencies using a variety of direct and indirect assessment tools and processes. For direct assessment, all students were required to take the *ETS Proficiency Profile* as freshmen and again as seniors, providing a pre- and post- measurement of skill levels, through Fall 2013. After Fall 2013, only seniors have taken the *Proficiency Profile*. A second direct assessment is provided by University faculty teaching courses in the General Education program using a common *Rubric for Evaluating General Education Competencies* developed by the faculty. Indirect assessment is accomplished through the *National Survey of Student Engagement (NSSE)*, which includes survey questions relating to the University's General Education competencies, the *ACT Student Opinion Survey (SOS)*, which includes a question that measures student satisfaction with the preparation they are receiving for their future occupation, and the *Noel-Levitz Student Satisfaction Inventory (SSI)*, which includes two questions that relate to overall academic expectations. The Master Schedule for Assessment demonstrates that the direct assessments occur annually and the indirect assessments are administered on a
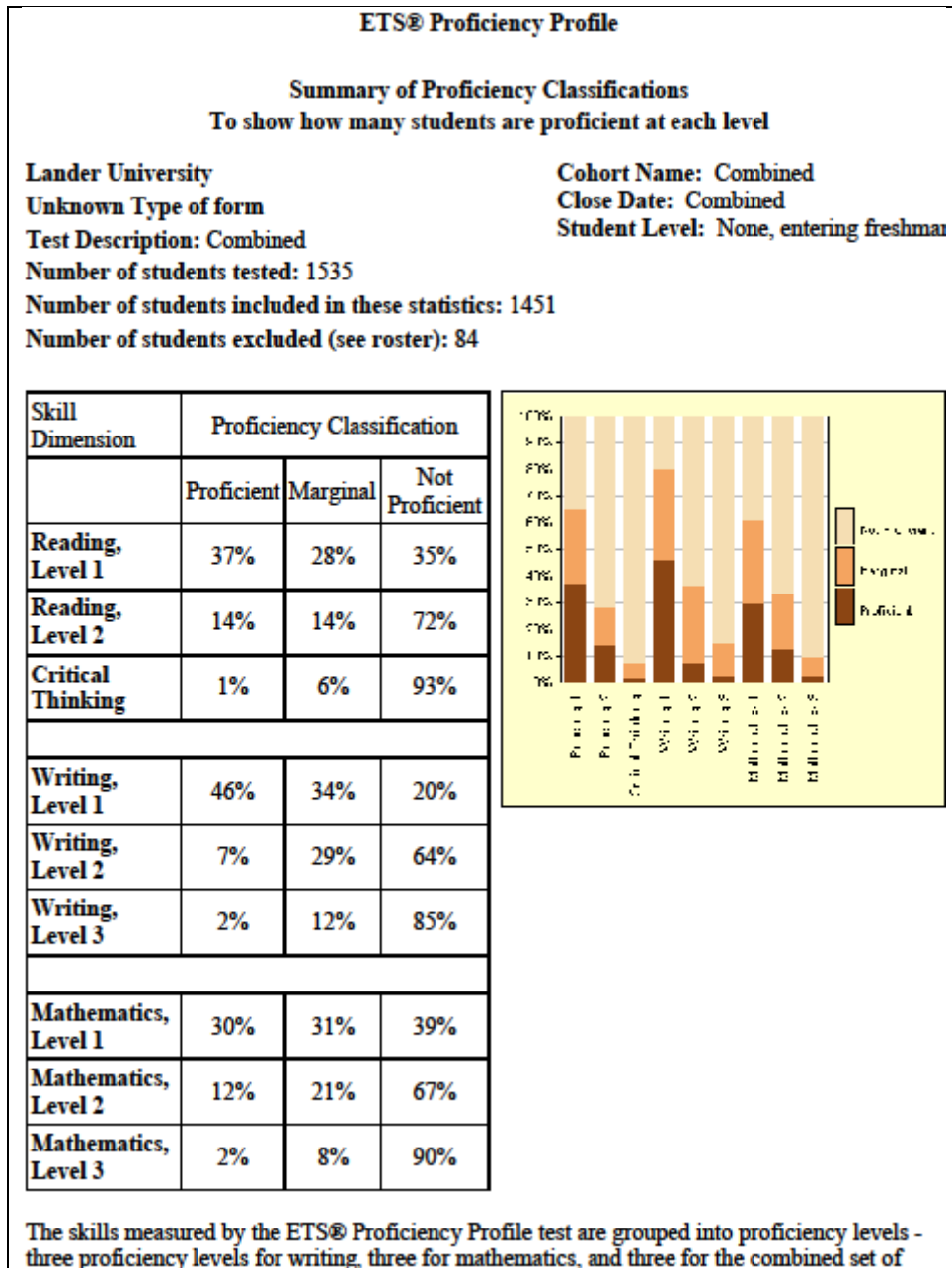
three-year cycle. Therefore, the University is using a variety of direct and indirect assessment methods to measure the attainment of its general education competencies. The Assessment of Competencies Using Standardized Instruments table shows the alignment of each competency with the components of the standardized instruments used for assessment. The University internal course-based assessment system addresses all of the competencies explicitly.

The ETS® Proficiency Profile
The *Proficiency Profile (formerly MAPP™)* is a measure of college-level reading, mathematics, writing, and critical-thinking in the context of the humanities, social sciences, and natural sciences and is designed for colleges and universities to assess their General Education outcomes so they can improve the quality of instruction and learning. The *Proficiency Profile* provides proficiency classifications for three levels of attainment for each skill. The most current summary report (below) was provided to the General Education Committee as documented in the September 12, 2013 minutes of the General Education Committee. The first two columns show the alignment between the competencies and the *Proficiency Profile* proficiency classifications. This table includes data from freshmen and seniors from Academic Years 2006-2007 through 2012-2013 (below) and demonstrates that the University student outcome data is slightly lower, but not substantially different, from that of its Carnegie Peers, indicating that the General Education program has college-level expectations.

Starting in Academic Year 2013-2014, the internal reporting format changed, and the assessment of freshmen was discontinued. The aggregated data for freshmen from 2011-2013 and the aggregated data for seniors from 2011-2016 (below) demonstrates continued assessment over time.
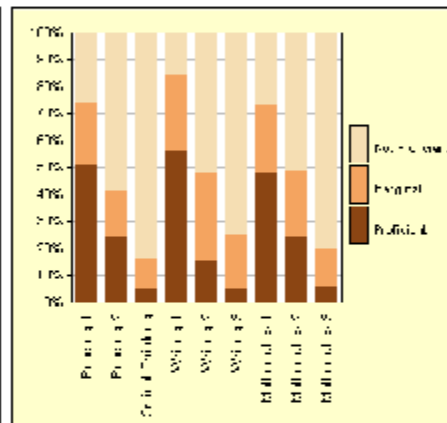
ETS® Proficiency Profile

Summary of Proficiency Classifications
To show how many students are proficient at each level

Lander University
Unknown Type of form
Test Description: Combined
Number of students tested: 1535
Number of students included in these statistics: 1451
Number of students excluded (see roster): 84

Cohort Name: Combined
Close Date: Combined
Student Level: None, entering freshman

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	37%	28%	35%
Reading, Level 2	14%	14%	72%
Critical Thinking	1%	6%	93%
Writing, Level 1	46%	34%	20%
Writing, Level 2	7%	29%	64%
Writing, Level 3	2%	12%	85%
Mathematics, Level 1	30%	31%	39%
Mathematics, Level 2	12%	21%	67%
Mathematics, Level 3	2%	8%	90%

The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of

ETS® Proficiency Profile

Summary of Proficiency Classifications
To show how many students are proficient at each level

Lander University
Unknown Type of form
Test Description: Combined
Number of students tested: 1396
Number of students included in these statistics: 1347
Number of students excluded (see roster): 49

Cohort Name: Combined
Close Date: Combined
Student Level: More than 90 semester h
more than 145 quarter hours

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	51%	23%	26%
Reading, Level 2	25%	17%	59%
Critical Thinking	5%	12%	83%
Writing, Level 1	56%	28%	16%
Writing, Level 2	15%	33%	52%
Writing, Level 3	5%	21%	75%
Mathematics, Level 1	48%	25%	27%
Mathematics, Level 2	24%	25%	51%
Mathematics, Level 3	6%	14%	80%

The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of

University Course-based Assessment
The University also assesses the General Education program each academic year through a comprehensive, faculty-driven system using the *Rubric for Evaluating General Education Competencies*. Measuring two of the four competencies each year on an alternating two-year cycle, as demonstrated in the Master Schedule for Assessment, internal protocol requires faculty members to assess at least one section of each General Education course they teach each academic year. A review of the data does not note any significant aberrations resulting from this sampling protocol. Faculty teaching General Education courses identify specific assignments upon which to measure the

competencies using the *Rubric for Evaluating General Education Competencies*. The rubric was designed by the faculty to be used in all General Education courses and be applicable to a variety of student products that demonstrate attainment of the competencies. The rubric is scored by determining the number of students in a course that meet each of the criteria levels in the rubric. In addition to providing rubric scores, each faculty member provides a more specific description of the interpretation of rubric criteria as applied to the specific student product by submitting a *General Education Assessment Form*. Rubric scores and the descriptive information is forwarded to a department representative and the representative uploads the rubric scores and descriptive information into a database maintained by the Office of Assessment and Institutional Effectiveness.

The data from 2010 through 2014 (below) displays an analysis of the four competencies with two of the competencies subdivided into two elements, (a) and (b), and aggregated in several ways. The numerical data corresponds to the percent of students who met or exceeded the standard for each competency on the rubric. The data includes an overall aggregate for the multi-year period, a disaggregation by academic year, and a disaggregation by college that houses the general education course.

Tables 2-4 - present the percent of students who scored "at standard" or "exceeds standard" for each of the Lander University General Education Competencies on the rubric.

Competencies Key:
1A – Knowledge
1B – Comprehension
2 – Apply Information
3 – Analyze Information
4A – Communicate Effectively
4B – Communicate Appropriately

Table 2 - Total Aggregated Data 2010-2014

	1A	1B	2	3	4A	4B
Total Percent	69.36	66.35	65.29	67.32	68.77	72.17

Table 3 - Aggregation by Academic Year

Year	1A	1B	2	3	4A	4B
2010-2011	77.87	72.66	73.31	72.05	65.28	70.13
2011-2012	72.50	70.16	67.83	65.64	69.94	72.60
2012-2013	69.72	65.57	63.57	78.08	74.38	80.07
2013-2014	52.66	51.34	52.80	66.34	68.85	72.29

Table 4 - Aggregation by College housing the General Education course

College	1A	1B	2	3	4A	4B
Arts & Humanities	67.88	68.11	66.47	62.66	71.57	76.36
Business & Public Affairs	79.55	73.73	69.00	71.38	70.69	76.08
Education & PEES	76.30	83.52	83.55	72.54	74.01	73.63
Science & Mathematics	65.10	60.42	60.71	68.48	65.00	66.84

For Academic Years 2014-2015 and 2015-2016, the reporting format for the General Education data was modified. Data is below for each of the last two years for each competency and disaggregated by mode of delivery: lecture, lecture or discussion, hybrid, or online.
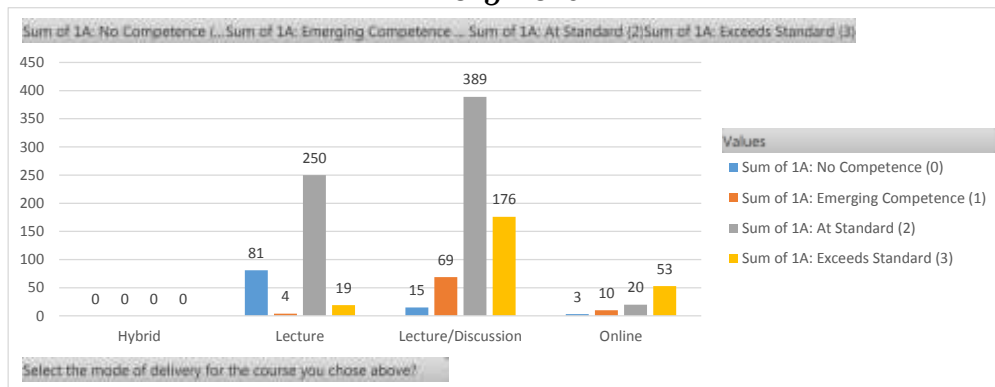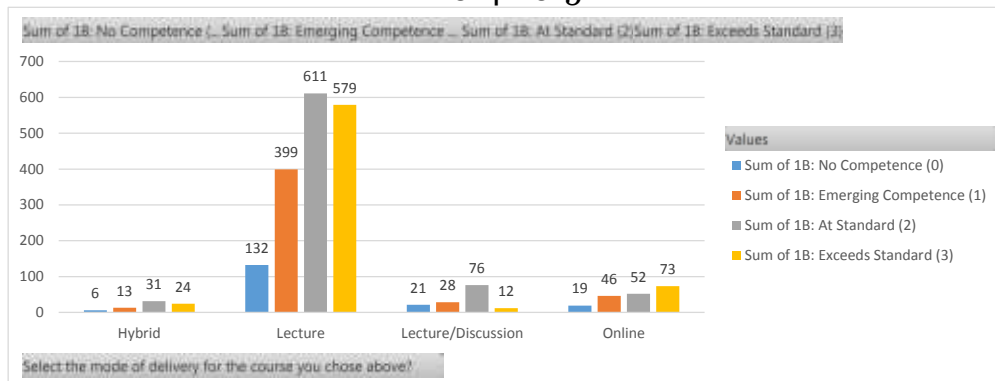
Competency
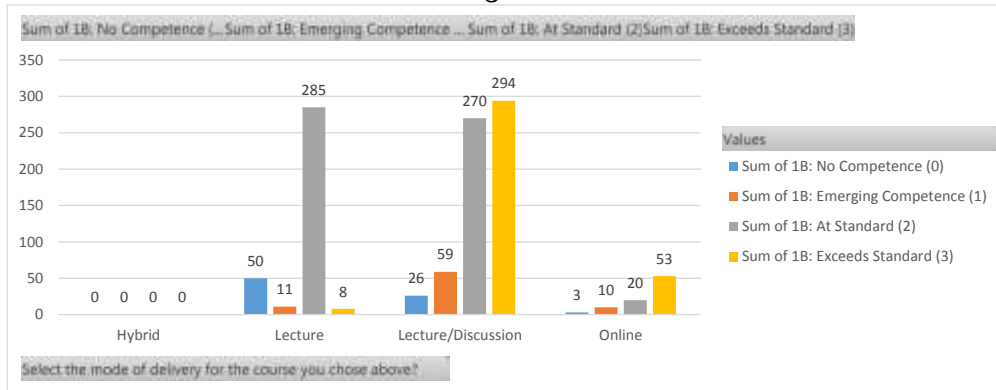
- 1A - Knowledge

2014-2015
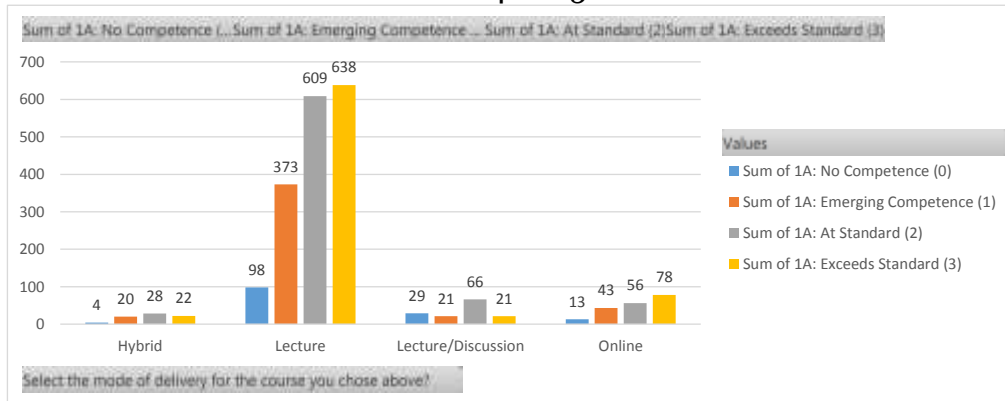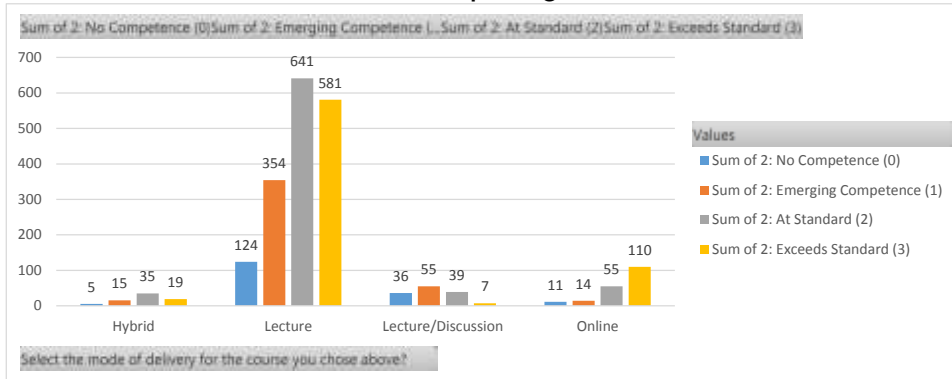

2015-2016

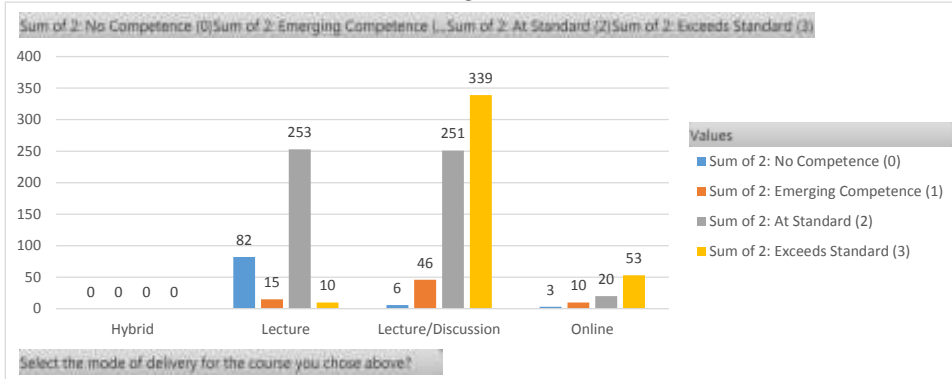
- 1B – Comprehension

2014-2015

2015-2016

- 2 – Apply Information
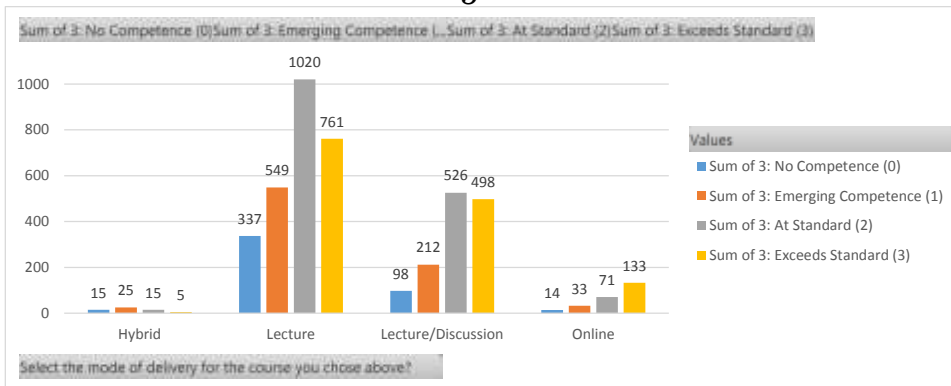
2014-2015

2015-2016
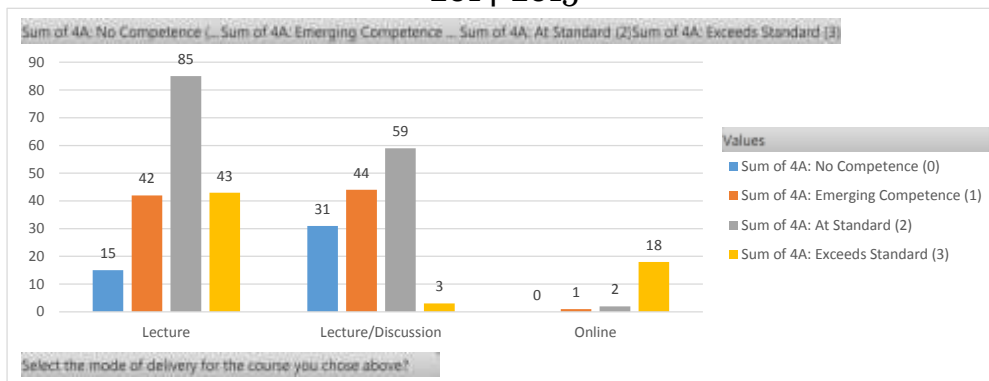
- 3 - Analyze Information

2014-2015
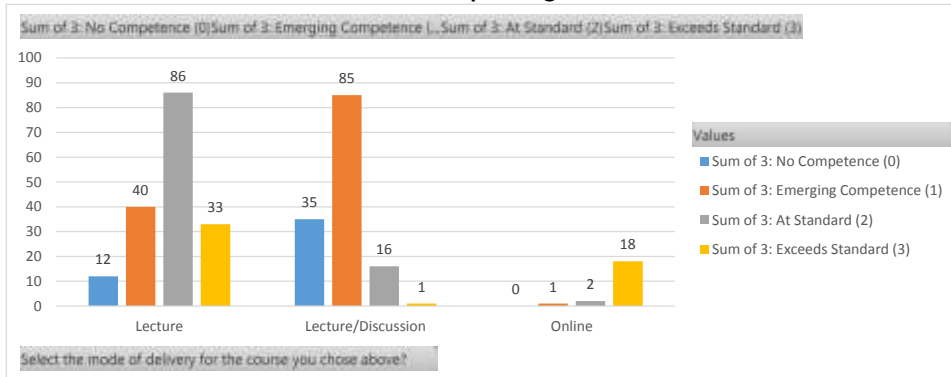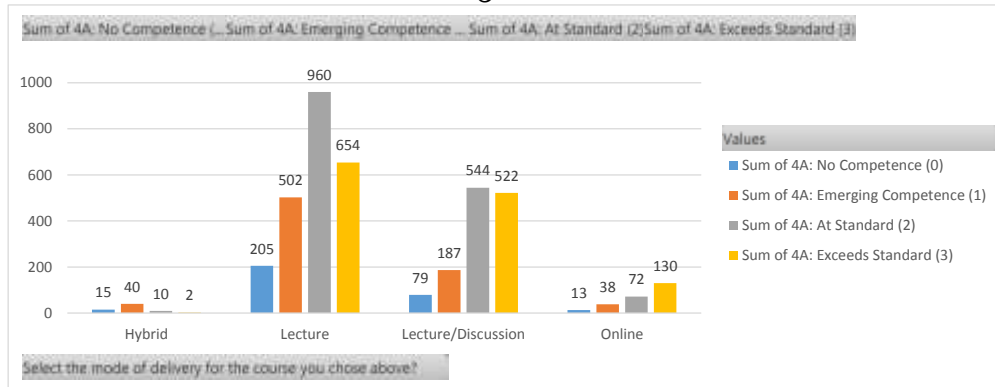

2015-2016

- 4A – Communicate Effectively

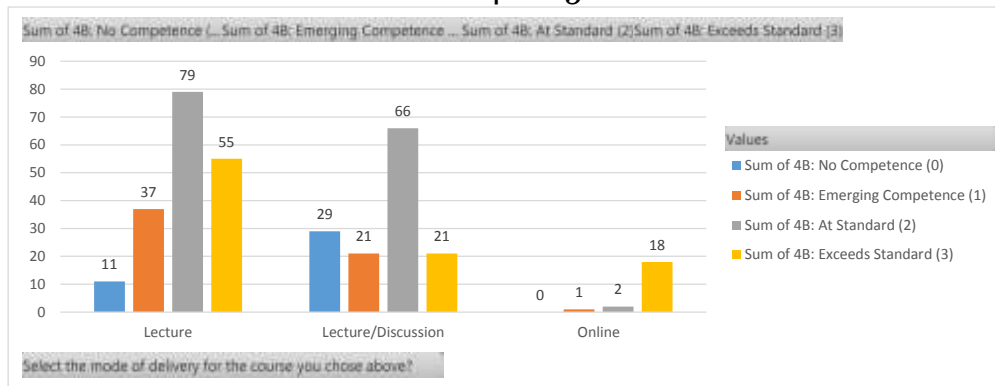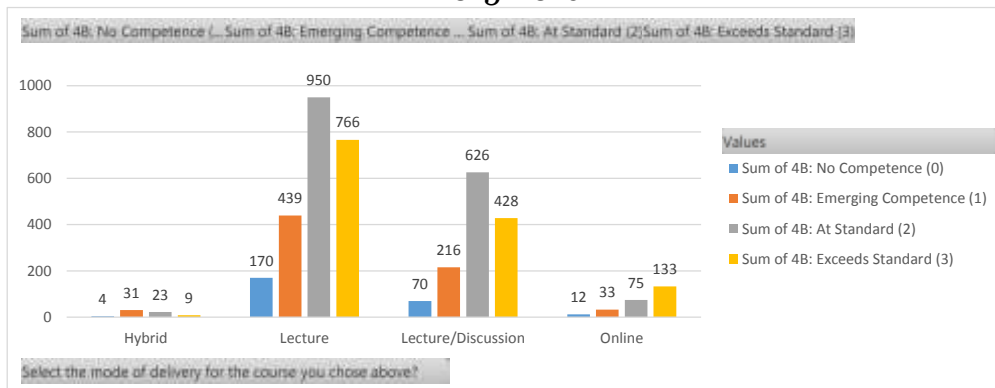### 2014-2015

2015-2016

- 4B – Communicate Appropriately

2014-2015

2015-2016

National Survey of Student Engagement
The *National Survey of Student Engagement (NSSE)* obtains information from hundreds of four-year colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. The University administers the NSSE every third year following an internal assessment and reporting cycle detailed in the Master

. The last summary report available is for 2013. The NSSE was administered in the spring of 2016, but the summary report was not available in time for the submission of the SACSCOC Compliance Certification.

The University has reviewed the NSSE data from 2013 (below) and has correlated specific items with the General Education competencies. The data demonstrates that senior students perceive that they have made significant gains in the survey items that ask them to report gains in knowledge, skills and personal development. Seniors also report a higher engagement than freshmen with items on the survey that relate to academic challenge.

National Survey of Student Engagement Data 2013

Competency	Perceived Gains Among Seniors	Senior Percent	Academic Challenge Questions	Freshman Percent	Senior Percent
1A: University-Level **Knowledge**	Acquiring job- or work-related knowledge and skills.	79%			
1B: University-Level **Comprehension**	Understanding people of other backgrounds.	70%	9a. Identified key information from reading assignments.	80%	87%
2: Ability to **Apply** Information	Solving complex real-world problems.	80%	4b. Applying facts, theories or methods to practical problems or new situations.	79%	91%
3: Ability to **Analyze** Information	Thinking critically and analytically.	92%	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts.	70%	85%
	Analyzing numerical and statistical information.	66%	6a. Reached conclusions based on your own analysis of numerical information.	56%	66%
			6b. Used numerical information to examine a real-world problem or issue.	48%	59%
4A: Ability to Communicate **Effectively**	Writing clearly and effectively.	81%			
	Speaking clearly and effectively.	81%			
4B: Ability to Communicate **Appropriately**					

ACT Student Opinion Survey
The *Student Opinion Survey (SOS)*, discontinued by ACT in 2012, explored enrolled students satisfaction with programs, services, and other aspects of their college experience to help the University obtain reliable information to evaluate and enhance its programs. The *Student Opinion Survey* provided nine years of data (below) related to student satisfaction with "Preparation you are receiving for your future occupation." On a 5-point Likert Scale (5 = very satisfied and 1 = very dissatisfied), the University's scores for 2008, 2009, and 2011 were 3.91, 3.89, and 3.89, respectively, compared to a national norm of 3.80. This data demonstrates that the University's students are slightly more satisfied with the career preparation provided by the University than their national peer group.

Preparation you are receiving for your future occupation:
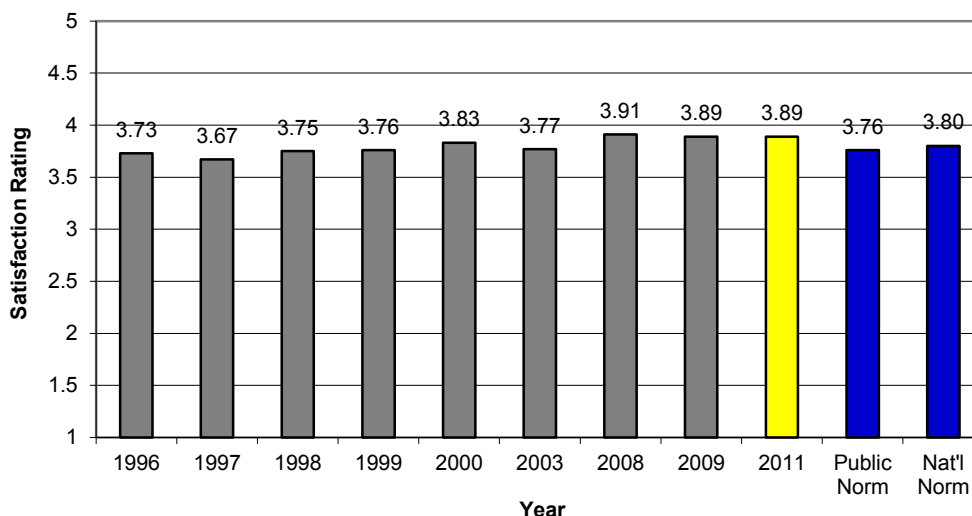
Note: The difference between Lander's score and the Public Norm and the National Norm above is statistically significant.

The *Noel-Levitz Student Satisfaction Inventory (SSI)* was selected as a replacement assessment instrument.

Noel-Levitz Student Satisfaction Inventory
In Spring 2015, Lander participated for the first time in the Ruffalo[SM] Noel-Levitz *Student Satisfaction Inventory (SSI)* and the *Institutional Priorities Survey (IPS)*. The former measures student satisfaction and priorities–demonstrating how satisfied students are as well as identifying issues that are important to them. The latter measures faculty, administration and staff views of students' experiences. The survey contains two questions, 39 and 41, that broadly correlate with the General Education competencies. Data for these two questions is available in an online interactive report on the Assessment and Institutional Effectiveness website. An excerpt containing the data for the two questions (below) demonstrates that students place high importance on these two parameters and are reasonably satisfied with their experiences at the University.

Noel Levitz Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS)

This table provides a look at the percentage of responses that indicated an answer of 6 or 7 to the items in the survey: 6 is considered "important" or "satisfied" and 7 is considered "very important" or "very satisfied."

Noel-Levitz Survey Data 2015							
		Our SSI Means			**Our IPS Means**		
Question Number	**Question**	**Importance %**	**Satisfaction %**	**Gap**	**Importance %**	**Agreement %**	**Gap**
39	I am able to experience intellectual growth here.	90%	75%	15%	95%	72%	23%
41	There is a commitment to academic excellence on this campus.	91%	71%	20%	91%	52%	39%

PUBLICATION AND SHARING OF GENERAL EDUCATION DATA
The Office of Assessment and Institutional Effectiveness provides reports on all of the direct and indirect assessment measures to the General Education Committee and other stakeholders for review and evaluation. Over the past few years, the General Education Committee has reviewed the various assessment data from the course-based assessment system and the standardized instruments as evidenced by Minutes of General Education Committee meetings:

- September 29, 2011: Course-based direct assessment baseline data presented and discussed
- August 7, 2013: ETS Proficiency Profile and other general education data presented and discussed
- September 12, 2013: Follow-up discussion of previous ETS Proficiency Profile data
- April 23, 2015: Course-based direct assessment aggregated data presented and discussed
- May 20, 2015: Follow-up discussion of previous data and the supporting narrative

The University identifies four skill-based, college-level General Education competencies and measures the extent to which students have attained them using a variety of direct and indirect methods and an internal course-based assessment strategy as well as several standardized instruments. Since Academic Year 2014-2015, the data for the direct course-based assessment systems is collected so that data can be disaggregated for the mode of delivery of the course (lecture, lecture or discussion, hybrid, or online).