

Strategic Plan Goal 1: Learning

We will enhance student learning by promoting academic excellence and public leadership skills.

To realize this goal, we will

- revise and improve the curriculum to enhance individual student development and produce nationally competitive graduates;
- improve the instructional effectiveness of all faculty.

Reporting Unit	Unit/Program Goal	Score	Evaluation Met (3.00 – 2.01) Partially Met (2.00 – 1.01) Not Met (1.00 – 0.01) Not Evaluated (0.00)	Additional Resources Requested to Achieve or Sustain Results
1. Biology	Students will be exposed to a broad range of biological laboratory techniques and technologies.	3.00	Met	\$0.00
2. Biology	Students will demonstrate an understanding of a broad spectrum of the accumulated knowledge in the field of biology.	3.00	Met	\$0.00
3. Biology	Students will demonstrate an understanding of the vocabulary of the discipline and be able to communicate concepts in biology through the proper use of this vocabulary.	2.67	Met	\$0.00
4. Biology	Students will demonstrate the ability to enter and compete in graduate or professional school programs, or be able to secure employment in an area of science.	3.00	Met	\$0.00
5. Business Administration	Lander business graduates will be capable problem solvers.	1.00 ¹	Not Met	\$0.00
6. Business Administration	Lander business graduates will be effective communicators in both oral and written communications.	3.00 ²	Met	\$0.00
7. Business Administration	Lander business graduates will have a clear perception of business ethics.	3.00 ³	Met	\$0.00
8. Business Administration	Lander business graduates will possess business knowledge.	3.00 ⁴	Met	\$0.00

¹ Program reports using the *Assurance of Learning Report* required by the Association to Advance Collegiate Schools of Business (AACSB); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

² Program reports using the *Assurance of Learning Report* required by the Association to Advance Collegiate Schools of Business (AACSB); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

³ Program reports using the *Assurance of Learning Report* required by the Association to Advance Collegiate Schools of Business (AACSB); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

⁴ Program reports using the *Assurance of Learning Report* required by the Association to Advance Collegiate Schools of Business (AACSB); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

9. Business Administration	Lander business graduates will understand the concepts of teamwork and demonstrate the ability to work in teams.	3.00 ⁵	Met	\$0.00
10. Chemistry	Demonstrate appropriate scientific communication skills to prepare and present a seminar presentation on a literature topic or undergraduate research experience.	3.00	Met	\$0.00
11. Chemistry	Demonstrate skills necessary for safe and appropriate collection, analysis, and interpretation of data in chemistry laboratory experiments.	2.67	Met	\$0.00
12. Chemistry	Develop an understanding of modern scientific concepts related to organic, inorganic, analytical and physical chemistry.	2.67	Met	\$0.00
13. Computer Information Systems	Graduates demonstrate the understanding of legal and ethical issues as CIS professionals.	2.50	Met	\$0.00
14. Computer Information Systems	Graduates will demonstrate ability to independently research and complete a CIS project.	3.00	Met	\$0.00
15. Computer Information Systems	Graduates will demonstrate effective communication skills.	3.00	Met	\$0.00
16. Computer Information Systems	Graduates will demonstrate the skills needed to solve Computer Information Systems problems.	2.50	Met	\$0.00
17. Criminal Justice Management (Online)	Students will demonstrate the ability to articulate the relationship between criminal justice policy and effective law enforcement.	3.00	Met	\$0.00
18. Criminal Justice Management (Online)	Students will demonstrate the ability to describe law enforcement management protocols used during critical incidents and the importance of incorporating them within a framework of crisis and consequence management in order to minimize personal and unit liability.	3.00	Met	\$0.00
19. Criminal Justice Management (Online)	Students will demonstrate the ability to distinguish among leadership and management models in law enforcement.	3.00	Met	\$0.00
20. Criminal Justice Management (Online)	Students will demonstrate the ability to recognize the relationship between ethics and specific criminal justice issues and behaviors.	3.00	Met	\$0.00
21. Criminal Justice Management (Online)	Students will demonstrate the ability to use written communication skills appropriate for managers in criminal justice.	3.00	Met	\$0.00
22. Early Childhood	Graduates in Early Childhood	2.50	Met	\$0.00

⁵ Program reports using the *Assurance of Learning Report* required by the Association to Advance Collegiate Schools of Business (AACSB); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

Education	Education will demonstrate both breadth and depth of knowledge and skills in the content areas required for early childhood certification by the South Carolina Department of Education.			
23. Early Childhood Education	Graduates in Early Childhood Education will demonstrate specific knowledge, skills, and dispositions to be effective teachers as outlined by the South Carolina Department of Education system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and the Lander University Department of Teachers Education (DTE Conceptual Framework.	3.00	Met	\$0.00
24. Early Childhood Education	Graduates in Early Childhood Education will demonstrate specific professional dispositions to be effective teachers.	3.00	Met	\$0.00
25. Elementary Education	Graduates in Elementary Education will demonstrate both breadth and depth of knowledge and skills in the content areas required for elementary teacher certification by the South Carolina Department of Education.	3.00	Met	\$0.00
26. Elementary Education	Graduates in Elementary Education will demonstrate specific knowledge, skills, and dispositions to be effective teachers as outlined by the South Carolina Department of Education system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and the Lander University Department of Teacher Education (DTE) Conceptual Framework.	3.00	Met	\$0.00
27. Elementary Education	Graduates in Elementary Education will demonstrate specific professional dispositions to be effective teachers.	3.00	Met	\$0.00
28. English	To demonstrate an ability to analyze and interpret texts.	3.00	Met	\$0.00
29. English	To demonstrate an ability to understand texts within context, such as history, politics, genre and/or culture.	3.00	Met	\$0.00
30. English	To demonstrate familiarity with textual criticism and the ability to integrate sources.	3.00	Met	\$0.00
31. English	To demonstrate the conventions of American grammar and organization through student-produced texts.	3.00	Met	\$0.00
32. Environmental Science	Students will demonstrate an ability to develop and articulate well informed and reasoned views on environmental	3.00	Met	\$0.00

	issues, based on an understanding of legal, ethical, social, political, and economic ramifications of environmental policies, problems and decisions.			
33. Environmental Science	Students will demonstrate an understanding of the scientific basis (chemistry, biology, geology, basic environmental sciences) for environmental challenges and proposed solutions.	2.17	Met	\$0.00
34. Environmental Science	Students will demonstrate the ability to use the scientific method and associated critical thinking skills to formulate questions, design experiments and interpret and evaluate data to answer them.	2.50	Met	\$0.00
35. Environmental Science	Students will demonstrate the development of writing and presentation skills appropriate for students and practitioners in the discipline of environmental science.	3.00	Met	\$0.00
36. Exercise Science	Demonstrate professional dispositions and appropriate communication skills to be successful in exercise related career.	3.00	Met	\$0.00
37. Exercise Science	Demonstrate professional knowledge and skills necessary for satisfactory performance in a clinical setting.	3.00	Met	\$0.00
38. Exercise Science	Develop an understanding of important concepts related to: 1) anatomy, physiology, and biomechanics of the human organism; 2) exercise science laboratory techniques; 3) exercise science research; and, 4) the promotion of healthy lifestyles.	1.00	Not Met	\$0.00
39. Health Care Management Certificate	Students demonstrate leadership and management skills needed in the health care setting.	2.50	Met	\$0.00
40. History	A history student will be able to critically evaluate a secondary source of literature.	1.33	Partially Met	\$0.00
41. History	Demonstrate the ability to critically evaluate primary sources of history.	1.00	Not Met	\$0.00
42. History	Demonstrate the ability to orally articulate and defend a position developed through research.	1.00	Not Met	\$0.00
43. History	Demonstrate the ability to place historical events in correct chronological order.	2.00	Partially Met	\$0.00
44. History	Demonstrate the ability to write a research paper using the Chicago Manual of Style for documentation.	1.00	Not Met	\$0.00
45. Mass Communications and	To analyze and critically evaluate messages produced in different media.	3.00	Met	\$0.00

Theatre				
46. Mass Communications and Theatre	To communicate effectively in person.	2.25	Met	\$0.00
47. Mass Communications and Theatre	To communicate effectively through multiple media.	3.00	Met	\$0.00
48. Mass Communications and Theatre	To demonstrate potential to work as a professional in the chosen emphasis area.	3.00	Met	\$0.00
49. Mass Communications and Theatre	To identify and discuss historical, ethical and legal issues related to the student's chosen emphasis area.	2.67	Met	\$0.00
50. Master of Art in Teaching: art Education	Demonstrate command of Content Knowledge (Content Knowledge Base and Application of Knowledge: 1.1, 1.2, 1.3).	3.00	Met	\$0.00
51. Master of Art in Teaching: art Education	Demonstrates Best Practices in Teaching (Application of Knowledge and Skills: 2.2, 2.3, 2.4, 2.5, 2.8, 2.9).	2.60	Met	\$0.00
52. Master of Art in Teaching: art Education	Demonstrates the ability to Communicate and Collaborate with the Learning Community (Knowledge, Skills and Dispositions: 3.1, 3.3).	2.66	Met	\$0.00
53. Master of Art in Teaching: art Education	Demonstrates the Ability to Reflect and Engage in Professional Development (Dispositions 4.2, 4.3).	3.00	Met	\$0.00
54. Master of Education: Montessori	Demonstrate specific knowledge, skills, and dispositions to be effective Montessori teachers.	3.00	Met	\$0.00
55. Master of Education: Teaching and Learning	Demonstrate specific knowledge, skills, and dispositions to be effective educators.	Not Scored	Not Evaluated ⁶	\$0.00
56. Mathematics	Students graduating from Lander University with a degree in mathematics will have a broad base of mathematical knowledge.	3.00	Met	\$0.00
57. Mathematics	Students in the Mathematics Secondary Certification program will be prepared to teach secondary school level mathematics courses.	2.50	Met	\$0.00
58. Mathematics	Students will communicate mathematical ideas effectively.	3.00	Met	\$0.00
59. Music	To demonstrate a working knowledge of the historical contexts associated with the creation of music.	1.25	Partially Met	\$0.00
60. Music	To demonstrate a working knowledge of the theoretical concepts associated with the creation of music.	2.66	Met	\$0.00
61. Music	To demonstrate proficiency in performing music and an appreciation of the technique and artistry essential	3.00	Met	\$0.00

⁶ Program began in 2012-2013 academic year; therefore, not enough assessment data has been collected to provide a meaningful Evaluation of program effectiveness.

	to performance at a professional level.			
62. Nursing	Commission on Collegiate Nursing Education Standard III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.	3.00 ⁷	Met	\$0.00
63. Nursing	Commission on Collegiate Nursing Education Standard III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes. - Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). - Master's program curricula incorporate professional standards and guidelines as appropriate. - All master's programs incorporate the Graduate Core Curriculum of The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996) and additional relevant professional standards and guidelines as identified by the program.	3.00 ⁸	Met	\$0.00
64. Nursing	Commission on Collegiate Nursing Education Standard III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes. The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.	3.00 ⁹	Met	\$0.00

⁷ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

⁸ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

⁹ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

	- Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge. - DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.			
65. Nursing	Commission on Collegiate Nursing Education Standard III-D. Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.	3.00 ¹⁰	Met	\$0.00
66. Nursing	Commission on Collegiate Nursing Education Standard III-E. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	3.00 ¹¹	Met	\$0.00
67. Nursing	Commission on Collegiate Nursing Education Standard III-F. Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	3.00 ¹²	Met	\$0.00
68. Nursing	Commission on Collegiate Nursing Education Standard III-G. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	3.00 ¹³	Met	\$0.00
69. Nursing	Commission on Collegiate Nursing Education Standard IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.	3.00 ¹⁴	Met	\$0.00
70. Nursing	Commission on Collegiate Nursing Education Standard IV-C. Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission,	3.00 ¹⁵	Met	\$0.00

¹⁰ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

¹¹ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

¹² Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

¹³ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

¹⁴ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

¹⁵ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

	goals, and expected outcomes.			
71. Nursing	Commission on Collegiate Nursing Education Standard IV-D. Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.	3.00 ¹⁶	Met	\$0.00
72. Physical Education	The Department of Teacher Education will maintain national accreditation.	3.00	Met	\$0.00
73. Physical Education	The professional physical educator communicates and collaborates with diverse populations (students, educators, families, and community members) exhibiting professional behaviors and dispositions.	3.00	Met	\$0.00
74. Physical Education	The professional physical educator engages in reflection and professional development to foster student learning and inform instructional decisions.	3.00	Met	\$0.00
75. Physical Education	The professional physical educator integrates content knowledge and skills of scholarly inquiry to teach all students.	2.60	Met	\$0.00
76. Physical Education	The professional physical educator plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.	3.00	Met	\$0.00
77. Political Science	Political science majors will demonstrate effective citizenship.	3.00	Met	\$0.00
78. Political Science	Political science majors will demonstrate knowledge in most of the generally-recognized areas of the discipline.	3.00	Met	\$0.00
79. Political Science	Political science majors will demonstrate political analysis skills.	3.00	Met	\$0.00
80. Political Science	Political science majors will demonstrate skills essential for success in careers related to political science.	2.75	Met	\$0.00
81. Political Science	Political science majors will demonstrate the ability to communicate effectively.	3.00	Met	\$0.00
82. Psychology	To acquire general knowledge of the theories, issues and findings in the area of clinical/ counseling psychology.	3.00	Met	\$0.00
83. Psychology	To acquire general knowledge of the theories, issues and findings in the area of human development.	2.00	Partially Met	\$0.00
84. Psychology	To acquire general knowledge of the theories, issues and findings in the area of experimental psychology.	2.00	Partially Met	\$0.00

¹⁶ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

85. Psychology	To acquire general knowledge of the theories, issues, and findings in the area of experimental methodology.	3.00	Met	\$0.00
86. Psychology	To acquire knowledge of basic methods of statistical analysis.	2.33	Met	\$0.00
87. Psychology	To acquire knowledge of ethical issues pertaining to psychology.	3.00	Met	\$0.00
88. Psychology	To acquire skills needed to write technical reports in American Psychological Association (APA) style.	3.00	Met	\$0.00
89. Psychology	To comprehend complex written material concerning psychological issues.	3.00	Met	\$0.00
90. Psychology	To think logically, critically and objectively.	3.00	Met	\$0.00
91. Sociology	Students will demonstrate knowledge of career opportunities in the profession of sociology and related fields.	2.60	Met	\$0.00
92. Sociology	Students will demonstrate the ability to apply sociological theory to the analysis and understanding of concrete social phenomena.	2.25	Met	\$0.00
93. Sociology	Students will demonstrate the ability to describe and appropriately use key sociological concepts.	2.33	Met	\$0.00
94. Sociology	Students will demonstrate the ability to design, implement, and analyze sociological research.	2.20	Met	\$0.00
95. Spanish	To communicate orally and in writing in Spanish.	2.00	Partially Met	\$0.00
96. Spanish	To demonstrate knowledge and understanding of Hispanic cultures.	3.00	Met	\$0.00
97. Spanish	To understand the nature of language and how it works.	3.00	Met	\$0.00
98. Special Education	Comprehensive Exam	2.76 ¹⁷	Met	\$0.00
99. Special Education	Council for Exceptional Children 10 Long Range Planning	3.00 ¹⁸	Met	\$0.00
100. Special Education	Council for Exceptional Children 10 Reflective Journal	3.00 ¹⁹	Met	\$0.00
101. Special Education	Council for Exceptional Children 2 Long Range Planning	3.00 ²⁰	Met	\$0.00
102. Special Education	Council for Exceptional Children 2 Short Range Planning	3.00 ²¹	Met	\$0.00
103. Special Education	Council for Exceptional Children 3	3.00 ²²	Met	\$0.00

¹⁷ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

¹⁸ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

¹⁹ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

²⁰ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

²¹ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

	Impact			
104. Special Education	Council for Exceptional Children 3 Long Range Planning	3.00 ²³	Met	\$0.00
105. Special Education	Council for Exceptional Children 4 Short Range Planning	3.00 ²⁴	Met	\$0.00
106. Special Education	Council for Exceptional Children 6 Long Range Planning	3.00 ²⁵	Met	\$0.00
107. Special Education	Council for Exceptional Children 7 Short Range Planning	3.00 ²⁶	Met	\$0.00
108. Special Education	Council for Exceptional Children 9 Long Range Planning	3.00 ²⁷	Met	\$0.00
109. Special Education	Council for Exceptional Children 9 Reflective Journal	3.00 ²⁸	Met	\$0.00
110. Special Education	Council for Exceptional Children 5 Long Range Planning	3.00 ²⁹	Met	\$0.00
111. Special Education	Dispositions/Summative	3.00 ³⁰	Met	\$0.00
112. Special Education	Impact on Learning	2.55 ³¹	Met	\$0.00
113. Special Education	Learner Outcome 1: The Professional Educator integrates content knowledge and skills of scholarly inquiry to teach all students.	3.00 ³²	Met	\$0.00
114. Special Education	Learner Outcome 2: The Professional Educator plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.	3.00 ³³	Met	\$0.00
115. Special Education	Learner Outcome 3: The Professional Educator communicates and collaborates with diverse populations	3.00 ³⁴	Met	\$0.00

²² Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

²³ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

²⁴ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

²⁵ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

²⁶ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

²⁷ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

²⁸ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

²⁹ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

³⁰ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

³¹ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

³² Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

³³ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

³⁴ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

	(students, educators, families, and community members) exhibiting professional behaviors and dispositions.			
116. Special Education	Learner Outcome 4: The Professional Educator engages in reflection and professional development to foster student learning and inform instructional decisions.	3.00 ³⁵	Met	\$0.00
117. Special Education	Specialty Program Assessment #6 Individualized Education Plan / Individualized Transition Plan / Functional Behavior Assessment / Behavior Intervention Plan	2.58 ³⁶	Met	\$0.00
118. Special Education	Specialty Program Assessment #7 Assessment/Case	3.00 ³⁷	Met	\$0.00
119. Special Education	Specialty Program Assessment #8 Language Project	3.00 ³⁸	Met	\$0.00
120. Special Education	Unit Planning	2.76 ³⁹	Met	\$0.00
121. Visual Art	Students demonstrate broad-based knowledge and experience in art to include familiarity with the works and intentions of major artists in Western and non-Western art history and basic visual communication and expression in one or more media.	3.00	Met	\$0.00
122. Visual Art	Students demonstrate college-level competencies in the field of art.	2.50	Met	\$2,000,000.00 ⁴⁰
123. Visual Art	Students demonstrate skills to communicate critical thinking in the arts.	2.50	Met	\$0.00
TOTALS		2.75	Met	\$2,000,000.00

³⁵ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

³⁶ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

³⁷ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

³⁸ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

³⁹ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

⁴⁰ Following our NASAD site visit in the spring of 2012 Lander University was fully accredited. The NASAD report indicated that we had outgrown our current facilities and that we should be developing concrete plans to gain new studio and classroom spaces. Crowded classes and studios have become a problem as a result of our steady growth in student numbers. Class sizes continue to be a concern as we seek to provide suitable locations for courses. While NASAD recommends a maximum of 25 students per class, on their recent site visit they suggested lowering the cap in some courses to 12 or 15 for safety and space reasons. Those classes have since been capped at 12.

One option suggested for gaining new art studio facilities was the purchase and renovation of the Dixie Hardware building in uptown Greenwood. The cost of this was estimated at \$1.9 million. The Art Department is continuing to investigate possibilities for the future use of this building and is seeking to keep this issue before the current administration. The report also noted that our department needed an additional Art Historian to support the number of visual art majors currently enrolled. The cost of an additional Art Historian is estimated at \$65,000. As demonstrated in the steadily rising number of our "Major Headcount" in Unit/Program Goal V below, we must pursue new and appropriate studio and classroom spaces for the department as well as the addition of a new Art Historian in order to maintain our accreditation status during our next NASAD site visit in 2022. These two areas will be a major concern as we seek to maintain this very important educational accreditation.